

1. Term 1

1. Enjoying poetry
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3. Dialogue
4. Sentences
5. Posters and proverbs
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1. To communicate ideas accurately
2. To read spontaneously and extensively for pleasure
3. Career choice
4. To give an oral presentation
5. Creative use of language
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4. Term 4

1. To communicate ideas accurately
2. To express ideas in a letter to the press
3. Direct and reported speech

Enjoying poetry

ENGLISH HOME LANGUAGE

Grade 9

MONEY MATTERS

Module 1

ENJOYING POETRY

ACTIVITY 1:

Enjoying poetry

[LO 6.1]

- Read the following poem.

MONEY MADNESS

Bread should be free, 1

Shelter should be free,

Fire should be free

To all and anybody, all and

anybody, 5

all over the world.

We must regain our sanity

About money

Before we start killing one

Another about it.

It's one thing or the other. 10

D. H. Lawrence

- Answer the following questions:

1.1.1. Name the literary device used in the title of the poem.

1.1.2. What does the poet mean by...

“bread” (line 1)

“shelter” (line 2)

“fire” (line 3)

1.1.3. Why does the poet repeat the words “all and anybody” in line 4 - 5?

1.1.4. What does it mean to “regain our sanity” (line 5)?

ACTIVITY 2:

Thinking about human needs and rights

[LO 5.1]

2.1. What do you think the poet (D.H. Lawrence) is trying to tell us in this poem?

2.2. Do you think “bread”, “shelter” and “fire” should be free? Explain why you think so.

2.3. The poet mentions some aspects that can be classified as human needs. Maslow, a well-known psychologist, developed a triangular model divided into five horizontal levels that illustrates the hierarchy of human needs. Draw a triangle and complete the model by starting at the bottom with what you consider man’s most basic needs and ending at the top of the triangle with the highest, most sophisticated form of human needs’ fulfilment.

1.3.2. Which needs do you consider basic humans RIGHTS for all?

1.3.3. What do you think is the difference between a need and a luxury?

Assessment

LEARNING OUTCOME 5

Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason.

- 5.1.1 applies thinking and reasoning skills in a variety of contexts across the curriculum;
- 5.1.5 recognises and explains why information can be considered “factual” or “objective”;
- 5.1.7 questions and infers to solve problems and develop thinking about complex issues, ideas and emotions (e.g. human rights issues,

environmental issues, personal dilemmas, cross-curricular topics).

5.3 processes information;

- 5.3.3 extracts and synthesises information, using listening, reading, writing and viewing skills.

We know this when the learner:

LEARNING OUTCOME 6

Language Structure and Use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

- 6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;
- 6.1.6 uses prefixes and suffixes to work out meaning.

6.2 works with sentences:

- 6.2.6 uses a range of punctuation appropriately (e.g. comma to separate an introductory phase or clause from the main part of a sentence, and to separate phrases and clauses in a series).

Memorandum

ACTIVITY 1: POETRY

You could introduce the topic with the ABBA song “Money, money, money”. Please keep in mind at all times that money and finances are sensitive issues for everyone.

Let the learners read and discuss this poem and its title in their groups – perhaps in different voices.

Suggested answers:

1.1.1 Alliteration

1.1.2 “bread”: food “shelter”: home / home “fire”: energy / electricity

1.1.3 He emphasises that no one should be excluded.

1.1.4 Take a new/realistic look at how we view money and how we fight about it. To be more logical.

ACTIVITY 2: *THINKING ABOUT HUMAN NEEDS AND RIGHTS*

2.1 and 2.2 Open discussion – make sure opinions can be supported by the text itself – lead pupils towards a discussion on human rights and issues like the housing crisis in South Africa.

2.3.1 Level 1 (top): Self-actualisation
Level 2: Self respect and respect of others
Level 3: Love and acceptance
Level 4: Security
Level 5 (bottom)
Physiological needs

2.3.2 and 3 Open discussion. Also introduce the idea of children’s rights / pupils’ rights / teachers’ rights.

Balancing a budget

ENGLISH HOME LANGUAGE

Grade 9

MONEY MATTERS

Module 2

BALANCING A BUDGET

ACTIVITY 1:

Balancing a budget

[LO 5.2,2.2]

1. Discuss the following in your groups:

- Do you receive pocket money?
- How do you plan to spend any money you might receive?
- If you get pocket money, is there any left at the end of the month?
- Are savings important? If so, why (not)?
- What is a budget?
- How does one balance a budget?
- What sort of expenses does the average person have each month?

How can these expenses be reduced?

- Debate the pros and cons of receiving pocket money in your groups
-

ACTIVITY 2:

Identifying and analysing expenses

[LO 2.4]

- Now your help is needed to sort out the money matters of the following fictional characters:

A. Alice Adams is a 32-year-old divorcee who lives with her two dogs in her own house. She is an IT expert and earns R6 000 a month (after taxes and insurance).

B. Peter Khumalo is a 26-year-old sales manager who earns a salary of R3 000 per month (after taxes and insurance). Peter is single and shares a two-bedroomed flat and household expenses with a friend. He is taking a part-time course in Marketing.

C. Nandi Naidoo is a 52-year-old domestic worker who earns R800 a month. She is a widow living in an informal settlement. She cares for her granddaughter, aged 5.

Divide your group of six into pairs.

Each pair in the group chooses **one** of the characters above.

Working with your partner, decide how much your character spends (in Rand) every month on each item. (You can add more items if you want to).

Draw up a list of monthly expenses.

MONTHLY EXPENSES			
<i>Description</i>	Amount	<i>Description</i>	Amount

Assessment

Learning outcomes(LOs)

LO 2

Speaking

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment standards(ASs)

We know this when the learner:

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral types;

2.3 demonstrates basic skills in a range of oral text types;

2.4 demonstrates a range of interaction skills by participating actively in group discussions,

conversations, debates and group surveys, and while so doing:

-

- 2.4.4 acknowledges others' opinions and disagrees politely when necessary.

LEARNING OUTCOME 4

Writing The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes a range of imaginative texts:

- 4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-modal texts (texts using print and images) for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters and book reviews;

4.3 demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative writing, and uses simple imagery in poetry);

4.4 uses the writing process collaboratively and independently to generate texts:

- 4.4.8 publishes final product, paying attention to creative

presentation and varied elements of design.

Memorandum

ACTIVITY 1: *BALANCING A BUDGET*

1. After the groups have discussed the questions, let them report back to the class to ensure that each pupil understands the terms “budget”, “balance” and “expenses”.

Facilitate the group debate: make sure that quieter pupils are also involved.

ACTIVITY 2: *IDENTIFYING AND ANALYSING EXPENSES*

1. Discuss the three fictional characters with the class. Explain vocabulary e.g. IT-expert, domestic, insurance etc. Let each learner fill in a form (included) on their character – a useful exercise in reading, understanding and vocabulary. They may need some guidance on this. Where details are not known, let them make up the information. e.g. Employer’s name and address, ID numbers, etc.

Ensure that the learners identify the pictures correctly. The pictures represent: savings; telephone/internet; electricity/services; transport; food and drink/groceries; education; cigarettes; clothing; medical expenses; housing/rent; entertainment. They may choose to add other expenses or omit some of these, but must provide a reason for their choice.

The character’s income should be realistically allocated to cover these expenses. Learners may need guidance with this – encourage them to consult their peers, their

EMS educator or parents – but the final product must be their own work. Let them draw up a simple balance sheet.

2. Mark this to see how accurate they were.

Dialogue

ENGLISH HOME LANGUAGE

Grade 9

MONEY MATTERS

Module 3

DIALOGUE

ACTIVITY 1:

Dialogue

[LO 4.1, 2.5]

1. Sometimes it is really difficult to find solutions to arguments about issues like money. Use the correct play-form and write a dialogue depicting ONE of the following conversations. Make sure your characters respond in a realistic and convincing way. Write the dialogue.

<i>Conversation A</i> A father has lost his job and tells his wife that they can no longer buy the new house they had been planning to buy.	<i>Conversation B</i> A teenage girl wants a new item of clothing for a party. She does not really need it and will probably only wear it a few times. Her mother feels the purchase is unnecessary.
<i>Conversation C</i> A teenager wants to start working to earn his own money. He believes he will be gaining some independence and helping the whole family if he does this. His father feels that a part-time job will interfere with his school work.	<i>Conversation D</i> After raising three children, who are now all in high school, a mother feels that it is time for her to return to work so that she can assist with the financial burdens of the family, as well as break the boredom of being a housewife. Her husband / child disagrees.

Rubric: Writing a dialogue

Criteria	DISTINGUISHED	PROFICIENT	APPRENTICE	NOVICE
PURPOSE	Effectively portrays	Evidence of	Occasionally	Rarely

	the feelings and thoughts of each character. Opposing views are elaborated.	characters' thoughts and feelings. Apparent that they do not agree.	reveals the thoughts and feelings of characters. Disagreement unclear or over-emphasized.	reveals the thoughts and feelings of characters. Disagreement absent or unrealistic.
CHARACTERS	Realistic and convincing throughout	Mostly realistic and convincing.	Somewhat hard to believe. Stereotypical.	Unconvincing portrayal of characters.
LANGUAGE	Language and vocabulary are appropriate to the characters and used effectively to convey feelings.	Language and vocabulary are appropriate to the characters.	Language and vocabulary are occasionally inappropriate and misused.	Language and vocabulary are inappropriate or misused.
PUNCTUATION AND FORMAT	Punctuation is used for effect and format is correct.	Punctuation is used correctly and format is mostly correct.	Punctuation is occasionally used incorrectly and there are obvious format errors.	Punctuation is rarely used correctly. Format is ignored.

Let's act!

2. Act out the conversation with a partner. Remember to read the lines “in character”, to vary your tone of voice and to use appropriate facial expression. You may wish to improvise and add lines that do not appear in the original dialogue. It is also a good idea to ask members of the class for suggestion as to how your characters could solve their differences.

ACTIVITY 2:

Dialogue

[LO 4.1]

CONVERSATION A

CONVERSATION B

CONVERSATION C

CONVERSATION D

CHECKLIST:

1. Introductory lines to the scene – yes/no
2. Lines left open between speakers and no writing underneath their names – yes/no
3. Stage directions included in brackets – yes/no
4. Punctuation used correctly throughout, e.g. no inverted commas; colons – yes/no
5. Remains true to the topic – yes/no

Assessment

Learning outcomes(LOs)

LEARNING OUTCOME 2

Speaking

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment standards(ASs)

We know this when the learner:

demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys and while so doing,

- tackles important issues (e.g. social and ethical issues related to the environment and human rights),
- asks probing questions;
- leads discussions;
- negotiates differences to arrive at common point of view or compromise;

2.5.4 motivates own point of view, using evidence and similar opinions from peers, and shows flexibility in accepting compromise;

gives oral presentations confidently and creatively, paying attention to

- pausing and variation in tempo and volume at key points;
- purpose and audience;
- posture, gesture, body language and facial expressions to engage audience interest;
- variety in presentation modes;
- register;
- tone;
- degree of formality;
- different social and cultural conventions;

2.5.9 appropriate figurative devices (climax, anti-climax, etc.).

LEARNING OUTCOME 4

Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes a range of imaginative texts:

- 4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

Memorandum

ACTIVITY 1: DIALOGUE

1. Make sure pupils are familiar with the play-form format:

Opening lines to set the scene, in the present tense

No inverted commas

Name and colon before each speaker's words

No writing beneath speaker's names

Stage directions / adverbs to indicate voice tone etc. in brackets

2. Let's Act: Give pupils guidance on what you expect from role-play activities and what specific criteria you will use for assessment.

Sentences

ENGLISH HOME LANGUAGE

Grade 9

MONEY MATTERS

Module 4

SENTENCES

“Fantastic offer”? think again!

FANTASTIC OFFERthis weekend only !

Come into **FAMILY FURNISHERS** this weekend, spend R3 000 and we will give you a cell phone free of charge.

Have you seen advertisements similar to this one before? Where? This certainly sounds like an attractive offer, but BEWARE!

ACTIVITY 1:

Read the following story and be aware of the pitfalls of some special offers. Answer the questions that follow for homework.

[LO 6.1]

BUYER BEWARE!

One Saturday morning, Mr and Mrs Jonas were in town shopping for **groceries** when they noticed that the furniture store had a special offer - a free cell phone if R3 000 was spent in their store. They entered the shop, just to **browse** around. Mrs Jonas admired a lounge suite and sat on the settee which she found was very comfortable.

A sales assistant came along and said, “Would you like to buy that **suite**, madam?” 5

“No, thank you, I was only trying it,” Mrs Jonas replied.

“But you can **hire-purchase** the suite,” said the man. “All you need is R300 **deposit** and you can pay the rest in **instalments** – and you will receive a free cell phone!”

Mr and Mrs Jonas found this offer difficult to resist. They signed a paper of agreement, giving all their personal details. They were given a **receipt** for their R300. They returned home 10

with their new cell phone, but few groceries. Three days later there was great excitement when the new lounge suite arrived at their home and they phoned family and friends on their new, free cell phone to tell them the news.

The next month they received a short letter with an **invoice** stating that a further R200 had to be paid for their lounge suite, each month for the following twenty-four months. They soon 15 **realised** that their deposit of R300 and twenty-four payments of R200 added up to a lot more than R3 000, which was the price they had seen in the shop. It also more than covered the cost of the cell phone, which was now locked away in a cupboard as the calls had proved too costly.

Mr and Mrs Jonas decided that it would have been better to buy just the groceries that 20they had budgeted for. They needed these more than the cell phone or the furniture. The fantastic offer was not so fantastic, after all.

1. VOCABULARY

Match up the words in **bold** in the passage with the following definitions.
Write the word below the definition. Make sure to transcribe the word correctly!

- a piece of paper signed by someone for receiving your money

- a first payment for something you are buying over many months

- any part payment or a sum of money
- _____
- became aware
- _____
- look through or around with mild interest
- _____
- food and household supplies
- _____
- a piece of paper showing a list of articles bought and their prices
- _____

- a set of furniture or rooms
 - _____
 - liked or felt pleased about
 - _____
 - a transaction where the buyer owns the purchase only after a number of payments
 - _____
-

2. Work out how much the Jonases eventually paid for the lounge suite.

ACTIVITY 2:

Sentences

[LO 6.2]

1. PUNCTUATION Identify the functions of the following punctuation marks:

- the dash in line 2:
- the 1st comma in line 5:
- the 2nd comma in line 5:
- the hyphen in line 7:
- the dash in line 8:
- the comma in line 9:
- the hyphen in line 16:

2. SENTENCE PARTS

Identify the subject and the predicate of the following sentences. Encircle the subject and underline the predicate.

- Mr and Mrs Jonas were shopping in town.
- The next month they received a short letter with an invoice.
- The invoice and the letter were sent to the couple's home.
- The special offer and the idea of receiving something for free were very attractive to them.

3. PHRASES and CLAUSES 3. Write down the definition of the following terms:

PHRASE:

CLAUSE:

- Now identify the underlined sections of the following sentences as phrases or clauses.
- Give a reason for your answer in each case.
- They entered the shop, just to browse around.
 - PHRASE
 - CLAUSE

Reason: _____

- The couple returned home with their new cell phone, but few groceries.

PHRASE

CLAUSE

Reason: _____

- Mr Jonas signed a paper of agreement, giving all their personal details.

PHRASE

CLAUSE

Reason: _____

4.MAIN / SUBORDINATE CLAUSES Write down a definition of the following terms:

MAIN CLAUSE

SUBORDINATE CLAUSE

- Now identify the underlined part of each sentence as a MAIN / SUBORDINATE CLAUSE

- There was great excitement when the new lounge suite arrived at their home.

MAIN CLAUSE

SUBORDINATE CLAUSE

Reason: _____

- 4.2 Mr Jonas signed a paper of agreement, giving all their personal details.

MAIN CLAUSE

SUBORDINATE CLAUSE

Reason: _____

- 4.3 Although the advertisement was misleading, the shop owner could not be held responsible.
- MAIN CLAUSE
- SUBORDINATE CLAUSE

Reason: _____

1. Mrs Jonas told her friend that she was very disappointed about what had happened.

- MAIN CLAUSE
- SUBORDINATE CLAUSE

Reason: _____

ACTIVITY 3:

[LO 4.2]

Time to fight back

Imagine that you are Mr Jonas. You are still seething from frustration and decide to take on FAMILY FURNISHERS by reporting them to the Advertising Standards Authority (A.S.A.)

They have a web-site on which unhappy consumers may report their problems. Complete the e-mail form on page 16 that Mr Jonas sent the A.S.A. in which he outlines his complaint against FAMILY FURNISHERS. The address is: www.ASA.moanzone.co.za

CHECKLIST	YES	NO
1. Completed the e-mail correctly		
2. Mentioned all the important FACTS relating to the complaint		
3. Clearly stated that I am unhappy about the incident		
4. Used appropriate formal language		

Assessment

LEARNING OUTCOME 4

Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes a range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-modal texts (texts using print and images) for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters and book reviews;

LEARNING OUTCOME 6

Language Structure and Use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.2 creates personal spelling list and dictionary of words across the curriculum and discusses which words give problems;

6.1.6 uses prefixes and suffixes to work out meaning.

6.2 works with sentences:

6.2.6 uses a range of punctuation appropriately (e.g. comma to separate an introductory phase or clause from the main part of a sentence, and to separate phrases and clauses in a series).

Memorandum

ACTIVITY: “FANTASTIC OFFER”? THINK AGAIN!

1. Learning the spelling will also reinforce the new vocabulary. Ask weaker pupils to arrange the words in alphabetical order. A spelling test can assess what they have learnt. Perhaps arrange the words in word class order?
2. Instalments: R200 x 24 months = R4800 Deposit: R 300 Total amount = R 5100 !

Pupils may collect similar advertisements to display in class. Let the learners create a radio/TV advertisement along similar lines. Create a jingle/rap/slogan to accompany this FANTASTIC FURNISHER’s advertisement.

ACTIVITY 2: SENTENCES

1. PUNCTUATION:

1. the dash in line 2: emphasizes what follows = the climax of the sentence
2. the 1st comma in line 5: introduces direct speech
3. the 2nd comma in line 5: marks off someone who is being addressed
4. the hyphen in line 7: forms a compound verb
5. the dash in line 8: sets apart an extra thought
6. the comma in line 9: introduces a participial phrase
7. the hyphen in line 16: forms a compound adjective

2. SENTENCE PARTS

1. **Mr and Mrs Jonas** were shopping in town.
2. The next month **they** received a short letter with an invoice.
3. **The invoice and the letter** were sent to the couple’s home.

4. The special offer and the idea of receiving something for freewere very attractive to them. (subjects in boxes – rest = predicate)

3. PHRASES and CLAUSESPHRASE: group of words without a finite verb
CLAUSE: group of words containing a finite verb
Revise the basic parts of speech if your pupils battle to find / identify e.g. finite verbs. Use the passage for revision.

3.1 phrase – no finite verb, “to browse” is an infinitive

clause – “returned” is a finite verb

3.2 phrase – no finite verb, “giving” is participle

subordinate clause

3.3 main clause

3.4 subordinate clause

subordinate clause

ACTIVITY 3: TIME TO FIGHT BACK

Guide pupils through the writing process. Emphasise neatness and handwriting when completing the form

Posters and proverbs

ENGLISH HOME LANGUAGE

Grade 9

MONEY MATTERS

Module 5

POSTERS AND PROVERBS

ACTIVITY 1:

Role play

[LO 2.1, 5.4]

Work in pairs and act out the following problem situations. Try to find a workable solution for each. Don't simply create a conversation that goes in circles.

The salesman persuading Mr and Mrs Jonas to buy the lounge suite

An excited Mr/Mrs Jonas phoning a friend who does not trust advertisements to tell him/her about the new lounge suite and cellphone.

Mr and Mrs Jonas discussing their financial problems.

Mr Jonas phoning his lawyer friend for legal advice.

A waiter and a restaurant guest arguing over one of the following issues:

the bill / an unsatisfactory dish / the music / a smoker in the non-smoking section / the waiter's arrogant attitude / a screaming baby distracting the guest / the dead flowers on the table.

Create your own scenario of a problematic situation. Try to resolve the conflict.

ACTIVITY 2:

PROBLEMS and SOLUTIONS

[LO 2.4, 5.5]

1. Below is a list of problems any family may have to face.

- Not enough money for groceries each month.
- A broken television set.
- Not being able to keep up with the Joneses.
- An expensive telephone account.
- A teenager who wants an expensive new bicycle that his parents cannot afford.
-
- In your group, discuss ways in which this family can solve one of these problems.

2. Make a list of ways in which different members of a family can possibly earn extra money. Consider how recycling, craft fairs and garage sales can be used.

ACTIVITY 3:**Letter****[LO 4.1]**

Not all problems are insurmountable. Think of a problem situation you have experienced that had a solution which satisfied all parties involved. Write a letter to a friend in which you tell him/her about the problem and how it was solved.

CHECKLIST	YES	NO
1. Address, date and salutation correct		
2. Paragraphing appropriate		
3. Punctuation checked		
4. Problem explained		
5. Solution described		

ACTIVITY 4:

Infomercial

[LO 5.2, 1.4]

Most of us can be tempted to give way to our basic desires. Traditionally there are 7 deadly sins that tempt us all, and many of them are exploited by advertisers and retailers like FAMILY FURNISHERS who play on our weaknesses and appeal to our hidden desires.

The stereotypical bargain hunter is attracted by:

Free gifts

Coupons

Two-for-the-price-of-one offers

Competitions and the chance of winning

- On television, INFOMERCIALS especially appeal to bargain hunters.
- “and if you phone now . . .”

Work in pairs and develop a revolutionary new product.

Clearly identify the target market of your product.

Now prepare an infomercial-style presentation in which you advertise your product in two different ways.

Advertisement 1: Present an informative infomercial that gives the audience/viewers a good amount of factual information about the product and its effects.

Advertisement 2: Present an advertisement that will particularly appeal to the bargain hunters in the audience. Make sure that the special offers are more dominant than actual information about the product.

Presentation Rubric: Infomercial

	4	3	2	1
Organisation and Preparation	Pupil presents infomercial in logical, interesting sequence which audience can follow.	Pupil presents infomercial in logical sequence which audience can follow.	Audience has difficulty following presentation because pupil jumps around.	Audience cannot understand presentation because there is no sequence of information.
“Product” knowledge	Pupil demonstrates full knowledge (more than required) with explanations and elaboration.	Pupil is at ease with content, but fails to elaborate.	Pupil is uncomfortable with information and is able to answer only rudimentary questions.	Pupil does not have grasp of information: Pupil cannot answer questions about the product.
Delivery and Impact	Pupil's voice is clear. Pupil pronounces most words correctly. Motivated to perform well. Audience kept interested	Pupil's voice is clear. Pupil pronounces most words correctly. Motivated to perform well. Audience kept interested.	Pupil pronounces terms incorrectly. Audience members have difficulty hearing presentation. Audience battles to remain interested.	Pupil mumbles, incorrectly pronounces terms, and speaks too quietly for the whole class to hear. Audience not interested.

Reflection: Which advertisements appealed to you the most? The informative ones or the ones that made you believe you would save money? Why?

ACTIVITY 5:

Poster

[LO 4.2]

- Design a poster to be used at the launch of the new product.

Poster rubric:

Criteria	AWESOME	ADMIRABLE	ADEQUATE	ATTEMPTED
AUDIENCE	Images and captions effectively appeal to particular target market.	Uses images and captions appropriate to the target market.	Some images and captions appropriate to the target market.	Uses images and captions that are inappropriate to the target market.
PURPOSE	Clearly conveys message to the target market. Detailed product information.	Message apparent. Contains relevant product information.	Message inappropriate. Contains some information about the product.	Message inappropriate. Communicates irrelevant information.
DESIGN	Poster makes a visual impact. Appearance attractive and eye-catching.	Poster looks interesting. Appearance neat.	Poster is too "busy", contains some unnecessary elements / not enough visual appeal.	Poster appears uninteresting to the eye. Contains no design elements. Not neat.
EXPRESSION	Expression correct and clever. Uses words for effect.	Expression correct and appropriate. Some evidence of effective word choice.	Contains some errors. Style inappropriate.	Contains many errors and careless writing.

ACTIVITY 6:

Proverbs

[6.1]

- Here are some well-known proverbs and expressions concerning money. Find out their meanings and write them down.
 - Money talks.
 - A fool and his money are soon parted.
 - Money burns a hole in his pocket.
 - In for a penny, in for a pound.
 - To pay hush money.
 - Money is the root of all evil.
 - It cost a pretty penny.

To turn an honest penny.

Assessment

Learning outcomes(LOs)

LO 2

Speaking

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment standards(ASs)

We know this when the learner:

2.1 communicates ideas and feelings creatively and expressively with a great degree of confidence and with limited assistance, using a range of selected oral types;

2.3 demonstrates basic skills in a range of oral text types;

2.4 demonstrates a range of interaction skills by participating actively in group discussions, conversations, debates and group surveys, and while so doing;

2.4.4 acknowledges others' opinions and disagrees politely when necessary.

LO 4

Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes a range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs and letters;

4.2 produces a range of factual written and multi-modal texts (texts using print and images) for various purposes, using a range of visual, and design elements where appropriate by means of recounts of events, research project reports, pamphlets, posters and book reviews;

4.3 demonstrates basic skills in a range of features of writing appropriate to the text type (e.g. reveals character, establishes the setting and develops the plot in narrative writing, and uses simple imagery in poetry);

4.4 uses the writing process collaboratively and independently to generate texts:

4.4.8 publishes final product, paying attention to creative presentation and varied elements of design.

LO 5 Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

We know this when the learner:

uses language to think and reason:

applies thinking and reasoning skills in a variety of contexts across the curriculum and in personal circumstances;

recognises and discusses the author's central point and perspective within different types of text;

analyses cause and effect in greater depth, in literary texts and texts from across the curriculum;

developments and uses arguments in ways that:

make the logic clear to the reader or listener;

anticipates responses and objections;

presents a counter-argument and provides alternatives;

uses factual information and interprets statistics with increasing confidence to support argument;

draws on own experience and contrasts it with that of others to illustrate point of view;

uses questions, inference and analysis to develop critical thinking, and for problem solving;

uses language to investigate and explore:

asks challenging questions on national and cross-curricular issues (e.g. HIV/AIDS, interest rates); recognises when a speaker or source is ambiguous, abuses evidence or makes unfounded claims, and asks relevant questions to get more accurate information;

questions and weighs options;

5.2.4 explores a variety of approaches to plan, organise and present research on a topic;

5.2.5 considers different perspectives when selecting information;

5.2.6 extends sources and methods for locating relevant information (e.g. electronic and other media such as newspaper archives, documentary films, specialist libraries);

5.2.7 works on increasingly complex projects across Learning Areas and produces a synthesised product;

processes information:

develops note-taking and note-making skills (e.g. selects, sequences, classifies and organises information lists, mind maps, graphs) and includes citation and reference details;

chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation;

changes information from one format or language to another;

evaluates reliability and validity of information from print and other media sources (e.g. on current affairs issues);

5.3.5 writes and speaks using increasingly more complex language and grammatical structures for clarity and substance;

thinks creatively:

visualises, predicts, fantasises and empathises with increasing sensitivity to make meaning and solve problems;

imagines possibilities and alternatives to expand thinking (hypothesises and speculates);

considers differences and consolidates their use creatively and positively (e.g. differences in experience, culture, interest and personality);

compares how different languages express concepts in different Learning Areas and create links to help understanding and assist in problem-solving;

uses language to reflect:

reflects on and evaluates the quality and accuracy of information in own work and that of others;

reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development;

reflects, and then asks critical questions and challenges views(e.g. stereotypes) on what is seen, heard and read;

modifies own views, where relevant, after hearing or reading the views of others.

Memorandum

ACTIVITY 1: ROLE-PLAY

By now pupils should be familiar with role-play and you can make it clear that our expectations have increased. Make sure they realise that communication as well as creative thinking are important in this activity.

ACTIVITY 2: PROBLEMS AND SOLUTIONS

- Learners need to consider the problems and decide (identifying obstacles) which problems are being experienced.
- After the group discussion, each learner must propose ways in which to solve the problems they have selected.
- Encourage learners to think carefully about each solution as they will have to report back on their reasons for suggesting them.

ACTIVITY 3: LETTER

Emphasise correct format and structuring of paragraphs – one main idea per paragraph etc.

ACTIVITY 4: INFOMERCIAL

Use the rubric as a teaching tool. Encourage class participation in the assessment process. Encourage creativity. Make sure pupils feel “safe” enough to perform in the classroom environment.

ACTIVITY 5: POSTER

A good idea to use peer assessment here.

ACTIVITY 15 PROVEBRS

Show pupils how to use various reference books e.g. dictionaries, to find the meanings. Do the same with other words.

Research and reading

ENGLISH HOME LANGUAGE

Grade 9

MONEY MATTERS

Module 6

RESEARCH AND READING

ACTIVITY 1:

How to finance a purchase

[LO 5.3]

Sometimes one does not have the cash to buy an item, especially a home / car / furniture, etc.

Find out how many finance options are available to someone who wants to purchase one of the following:

- A new car
- A used car
- A lounge suite / bedroom suite
- A first home
- A small business

Also make a list of the documentation and information one will need for these purchases.

Which of the options you have researched seem like the best one? Why?

Summarise your research and conclusion.

- Determine the best option
-
- Documents needed for the chosen finance option

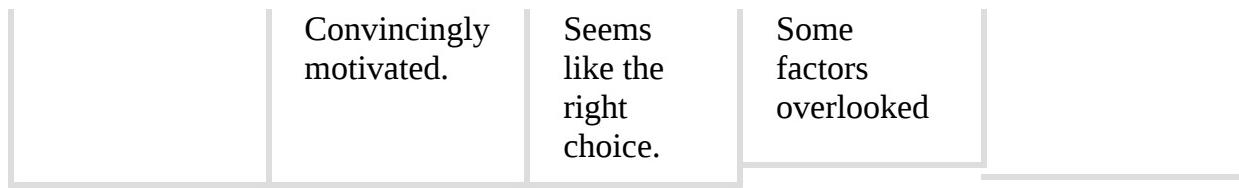
- The sources you needed to gather information

SUMMARY OF RESEARCH INTO FINANCE OPTIONS FOR THE PURCHASE

Option 1	Finance provider:
<i>Terms / conditions:</i>	
<i>Pros and cons of this option:</i>	
Option 2	Finance provider:
<i>Terms / conditions:</i>	
<i>Pros and cons of this option:</i>	

Teacher's assessment of research presentation:

Criteria	oooo	ooo	oo	o
Presentation	Superbly neat and absolutely clear	Fairly neat and clear	Can be followed, but requires effort	Illegible, impossible to follow
Detail	Thorough, informative and interesting	Detailed. Covers what is necessary.	Has information, but lacks some detail.	Distinct lack of information
Reasoning	Logical conclusion.	Makes sense.	Lacks motivation.	Illogical, unconvincing



ACTIVITY 2:

Reading

[LO 3.2]

THE CHRISTMAS PRESENT

1. Della stood at the window of her shabby flat and looked out dully at a grey cat walking on a grey fence in a grey backyard. Tomorrow would be Christmas Day and she had only one dollar 87 cents with which to buy a present for her husband, Jim. She had saved every cent she could for weeks, with this result. Twenty dollars a week does not go very far. Expenses had been greater than she had calculated. Only \$1,87 to buy her Jim a present! She had planned for months to give him something fine and rare and sterling.
2. Suddenly she whirled from the window and stood before the mirror. Her eyes were shining brilliantly as an idea flashed into her mind.
3. Rapidly she pulled down her hair and let it fall into its full length. Now there were two possessions of the James Willingham Youngs in which they took a mighty pride. One was Jim's gold watch which had been his father's. The other was Della's hair.
4. So now Della's beautiful hair fell about her, rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. Then she did it up again nervously and quickly. Once she faltered for a minute while a tear or two splashed on the worn red carpet.
5. On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with a brilliant sparkle still in her eyes, she fluttered out of the door and down the stairs to the street. Where she stopped, the sign read: "Mme Sofronie. Hair Goods of All Kinds" and Della entered.
6. "Will you buy my hair?" asked Della.

7. "I buy hair," said Madame. "Take your hat off and let's see it." Down rippled the beautiful brown cascade. "Twenty dollars," said Madame, lifting the mass with practised hands.

8. "Give it to me quickly," said Della.

9. The next two hours tripped by on rosy wings as she ransacked the stores for Jim's present. She found it at last. It surely had been made for Jim and no one else. It was a platinum fob chain – worthy of The Watch. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents.

...

10. At seven o' clock everything was ready. Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. When she heard his step on the stairs she turned white for just a moment and sent up a silent prayer: "Please God, make him think I am still pretty."

11. The door opened and Jim stepped in and closed it. His eyes were fixed upon Della - there was a peculiar expression on his face. Della wriggled off the table and went to him.

12. "Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold it because I couldn't have lived through Christmas without giving you a present. You don't know what a beautiful gift I've got for you."

13. "You've cut off your hair?" asked Jim. "You say your hair is gone?"

14. "It's sold, I tell you, but it went for you. Maybe the hairs of my head were numbered, but nobody could ever count my love for you."

15. Out of his trance Jim seemed quickly to wake. He hugged his Della. Then he took a package from his pocket and threw it upon the table.

16. "Don't make any mistake, Dell," he said." I don't think there is anything in the way of haircut or a shave that could make me like my girl any less. But, if you unwrap that package you may see why I was so fierce at first."

17. White fingers tore at the string and paper. Then an ecstatic scream of joy was followed by hysterical tears, for there lay The Combs – the set of combs that Della had worshipped for so long in a shop window. Beautiful, expensive combs that she had longed for. Now they were hers, but the beautiful hair was gone. She hugged them to her. After a while she managed to smile and say, "My hair grows so fast, Jim!"

18. Eagerly she held out his beautiful present on her open palm. "Isn't it a dandy, Jim? I hunted all over town to find it. Give me your watch. I want to see how it looks on it."

19. Instead of obeying, Jim tumbled down on the couch, put his hands behind his head and smiled. "Dell," said he, "let's put our Christmas presents away and keep 'em awhile. They're too good to use just at present. I sold the watch to get the money to buy your combs. So...let's have supper.

(Adapted from "**The Gift of the Magi**" by *O Henry*.)

-
- Prepare to do a dramatic reading of the story. Make sure to pay attention to pace and phrasing. Also consider how you can make the characters come alive for your readers by reading the dialogue section with different voices.
-

Assessment

Learning outcomes(LOs)

LO 3 Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

Assessment standards(ASs)

We know this when the learner:

3.2 reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades;

3.3 discusses and explains the purpose, audience and context of a text;

shows understanding of a wide range of information texts:identifies the main ideas and explains how the detail supports the main idea;evaluates the ideas;3.4.3 discusses different points of view;

3.7 evaluates techniques used to create particular effects in visual, written and multimedia texts.

LO 5 Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

We know this when the learner:

5.3 is able to process information

Memorandum

ACTIVITY 1: RESEARCH: HOW TO FINANCE A PURCHASE

This activity can be shared with the EMS Department. Emphasise the importance of the declaration at the end of the assignment.

ACTIVITY 2: READING

Provide guidance for reading aloud. Also use whatever literature book you are using at the moment for prepared, dramatic reading.

Reading and comprehension

ENGLISH HOME LANGUAGE

Grade 9

MONEY MATTERS

Module 7

READING AND COMPREHENSION

ACTIVITY 1:

Reading

[LO 3.2]

THE CHRISTMAS PRESENT

1. Della stood at the window of her shabby flat and looked out dully at a grey cat walking on a grey fence in a grey backyard. Tomorrow would be Christmas Day and she had only one dollar 87 cents with which to buy a present for her husband, Jim. She had saved every cent she could for weeks, with this result. Twenty dollars a week does not go very far. Expenses had been greater than she had calculated. Only \$1,87 to buy her Jim a present! She had planned for months to give him something fine and rare and sterling.
2. Suddenly she whirled from the window and stood before the mirror. Her eyes were shining brilliantly as an idea flashed into her mind.
3. Rapidly she pulled down her hair and let it fall into its full length. Now there were two possessions of the James Willingham Youngs in which they

took a mighty pride. One was Jim's gold watch which had been his father's. The other was Della's hair.

4. So now Della's beautiful hair fell about her, rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. Then she did it up again nervously and quickly. Once she faltered for a minute while a tear or two splashed on the worn red carpet.

5. On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with a brilliant sparkle still in her eyes, she fluttered out of the door and down the stairs to the street. Where she

stopped, the sign read: "Mme Sofronie. Hair Goods of All Kinds" and Della entered.

6. "Will you buy my hair?" asked Della.

7. "I buy hair," said Madame. "Take your hat off and let's see it." Down rippled the beautiful brown cascade. "Twenty dollars," said Madame, lifting the mass with practised hands.

8. "Give it to me quickly," said Della.

9. The next two hours tripped by on rosy wings as she ransacked the stores for Jim's present. She found it at last. It surely had been made for Jim and no one else. It was a platinum fob chain – worthy of The Watch. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents.

...

10. At seven o' clock everything was ready. Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. When she heard his step on the stairs she turned white for just a moment and sent up a silent prayer: "Please God, make him think I am still pretty."

11. The door opened and Jim stepped in and closed it. His eyes were fixed upon Della - there was a peculiar expression on his face. Della wriggled off the table and went to him.

12. "Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold it because I couldn't have lived through Christmas without giving you a present. You don't know what a beautiful gift I've got for you."

13. "You've cut off your hair?" asked Jim. "You say your hair is gone?"

14. "It's sold, I tell you, but it went for you. Maybe the hairs of my head were numbered, but nobody could ever count my love for you."

15. Out of his trance Jim seemed quickly to wake. He hugged his Della. Then he took a package from his pocket and threw it upon the table.

16. "Don't make any mistake, Dell," he said." I don't think there is anything in the way of haircut or a shave that could make me like my girl any less. But, if you unwrap that package you may see why I was so fierce at first."

17. White fingers tore at the string and paper. Then an ecstatic scream of joy was followed by hysterical tears, for there lay The Combs – the set of combs that Della had worshipped for so long in a shop window. Beautiful, expensive combs that she had longed for. Now they were hers, but the beautiful hair was gone. She hugged them to her. After a while she managed to smile and say, "My hair grows so fast, Jim!"

18. Eagerly she held out his beautiful present on her open palm. "Isn't it a dandy, Jim? I hunted all over town to find it. Give me your watch. I want to see how it looks on it."

19. Instead of obeying, Jim tumbled down on the couch, put his hands behind his head and smiled. "Dell," said he, "let's put our Christmas presents away and keep 'em awhile. They're too good to use just at present. I sold the watch to get the money to buy your combs. So...let's have supper.

(Adapted from “**The Gift of the Magi**” by *O Henry*.)

- Prepare to do a dramatic reading of the story. Make sure to pay attention to pace and phrasing. Also consider how you can make the characters come alive for your readers by reading the dialogue section with different voices.

ACTIVITY 2:

Comprehension

[LO 3.4]

- The questions that follow are set on THE CHRISTMAS PRESENT and will help you to see whether you have really understood what you have read.

TAKE NOTE OF THESE TIPS TO HELP YOU COME OUT TOPS!

Read the story again carefully so that you have a good idea of what it is all about.

Run through the main points in your mind after each paragraph.

Read the questions and skim through the passage again.

Ready to begin?

- Read each question carefully and make sure that you answer what it is asking.
- Who? Where? Why? When? questions must be answered in full sentences.
- Leave a line open between each answer.
- Use quotation marks when asked to quote.
- Quote only the required number of words.
- Answer in your own words unless you are instructed to quote.

- If you do not know the meaning of a word, try to work it out in the context of the passage.

1. In your own words, explain the problem Della had at the start of the story.
2. How did she solve her problem?
3. Why do you think the word grey is used three times in the first paragraph?
4. Quote one word from paragraph 2 which shows that Della is feeling depressed.
5. How much money does Della have to spend each week?
6. Write out Jim's official first names and surname in full.
7. How do we know that it is very difficult for Della to cut and sell her hair?
8. What makes her go ahead and have it cut?
 - **True or False** questions: Say whether the following statements are *True* or *False* and give a reason for your answer.
 - Read the statement carefully and think about it.
 - Refer back to the passage.
 - Do not forget to say whether it is *True* or *False* before giving your reason.
9. Della's haircut upset Jim because he did not like it.
10. Della had never seen the comb before opening the package.
 - **Multiple Choice** questions: Write down only the letter of the correct answer.
 - Read all the answers and think about them carefully.
 - Circle the one you think is most fitting.

11. Madame Sofronie lifted the mass of hair “with practised hands”. “Practised hands” tells us that Madame Sofronie was...

- A. jealous.
- B. very fit.
- C. experienced.
- D. cheating.

12. “When she heard his step on the stairs Della turned white for just a moment” because she...

- A. was afraid of Jim.
- B. was excited.
- C. felt embarrassed.
- D. feared Jim’s reaction.

- **Free-response** answers: Give your own opinion or idea in a full sentence.
- Think carefully about how you would feel/react if you were in the same situation.
- You are free to respond and construct the answer you feel is most suitable.
- Explain why you feel this way/why you would react in this way.

13. In the end, Jim smiles and turns his thoughts to their supper. What would you have done in a similar situation? Give a reason for your answer.

14. **Extracting and summarising** Write a numbered point-form summary of all the actions that Della took before “everything was ready” at seven o’clock. Refer to paragraphs 1-9 for your answer.

- Write in short full sentences.

- Number your sentences and leave a line open between points.
- Leave out all unnecessary words and descriptions. Focus only on what she did.
- Use your own words. Do not simply lift sections from the text.
-
-
- **LET US DO THE BEST WORK WE CAN BY EDITING OUR ANSWERS!**

CHECKLIST	SELF	PEER
I have used full sentences where necessary.		
I have used quotation marks where required.		
I have checked the language, spelling and punctuation.		
I have answered the questions in my own words.		
This is the best work I can do.		

Assessment

Learning outcomes(LOs)

LO 3 Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.2 reads independently, both aloud and silently, for a variety of purposes, consolidating the appropriate reading strategies developed in earlier grades;

3.4 shows understanding of a wide range of information texts.

Memorandum

ACTIVITY 1: READING

Provide guidance for reading aloud. Also use whatever literature book you are using at the moment for prepared, dramatic reading.

ACTIVITY 2: COMPREHENSION

This short story could even form part of your literature study. Learners could look at the characters in the story. We learn about characters by looking at:

- What they say
- What they do
- What others say about them.

Make sure they follow instructions.

Sentence types

ENGLISH HOME LANGUAGE

Grade 9

MONEY MATTERS

Module 8

Sentence types

THE CHRISTMAS PRESENT

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2. Suddenly she whirled from the window and stood before the mirror. Her eyes were shining brilliantly as an idea flashed into her mind.
3. Rapidly she pulled down her hair and let it fall into its full length. Now there were two possessions of the James Willingham Youngs in which they took a mighty pride. One was Jim's gold watch which had been his father's. The other was Della's hair.
4. So now Della's beautiful hair fell about her, rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. Then she did it up again nervously and quickly. Once she faltered for a minute while a tear or two splashed on the worn red carpet.

5. On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with a brilliant sparkle still in her eyes, she fluttered out of the door and down the stairs to the street. Where she stopped, the sign read: "Mme Sofronie. Hair Goods of All Kinds" and Della entered.

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18. Eagerly she held out his beautiful present on her open palm. “Isn’t it a dandy, Jim? I hunted all over town to find it. Give me your watch. I want to see how it looks on it.”

19. Instead of obeying, Jim tumbled down on the couch, put his hands behind his head and smiled. “Dell,” said he, “let’s put our Christmas presents away and keep ‘em awhile. They’re too good to use just at present. I sold the watch to get the money to buy your combs. So...let’s have supper.

(Adapted from “**The Gift of the Magi**” by O Henry.)

ACTIVITY 1:

DICTION and IMAGERY

[LO 6.5]

We can all learn something from the author of THE CHRISTMAS PRESENT about how to write descriptively. He has chosen specific techniques to create a vivid picture of Della in our imaginations.

DICTION: One of the easiest ways of improving your writing is to choose your words with care. Some words are simply more effective than others as words have different connotations. Let's take a look at how the author of the story has chosen clever VERBS and ADVERBS to enhance his writing.

- Re-read paragraph 2 and 5. Choose at least three verbs that you feel are effective. Compare them with other verbs that may have the same meaning, but not the same impact. Write down your findings in the following table.
-
-
-

• Chosen verb from text	• Similar verb	• Difference in effect.

- Now do the same with at least two ADVERBS from paragraph 4
-

<ul style="list-style-type: none"> • Chosen adverb from text 	<ul style="list-style-type: none"> • Similar adverb 	<ul style="list-style-type: none"> • Difference in effect.

IMAGERY: The author of the story has also employed comparisons to make his writing more colourful. He has used metaphors and similes. Write down a definition of each of these figures of speech:

METAPHOR:

SIMILE:

- Analyse each of the comparisons below. Use the headings as a guide.

Image	Metaphor / simile?	Which 2 things are compared	How are they similar?	What is the effect of the comparison?
'her hair fell about her, rippling and shining like a cascade of brown waters'				

'her hair reached below her knee and covered her like a garment'				
'The next two hours tripped by on rosy wings as she ransacked the stores'				

ACTIVITY 2:

Sentence types

[LO 6.2]

- Scan the text of the THE CHRISTMAS PRESENT and quote one example of each of the following :
- A STATEMENT
- A QUESTION
- AN EXCLAMATION

- A COMMAND
- Write down the characteristics of each of the following sentences in the space provided.
- SIMPLE SENTENCE
- COMPLEX SENTENCE
- COMPOUND SENTNECE
- Use these characteristics to label the sentences below as simple/complex/compound. Supply a motivation for your choice in each case.
-

SENTENCE	TYPE	REASON
Her eyes were shining brilliantly as an idea flashed into her mind.		
It reached below her knee and made itself almost a garment for her.		
I will make him think that I am still pretty.		

ACTIVITY 3:

Problem-solving

[LO 1.2, 4.4, 5.5]

In the story THE CHRISTMAS PRESENT, Della had a problem. She thought long and hard about her problem and came up with a solution.

- Do you have a problem in your life? If so, write it down on a scrap piece of paper. If you are lucky enough to have no problems, or if your problem is too confidential, imagine a problem and write it down. Exchange your problem with a classmate and let him/her help you with this problem by following these steps:

Make sure you understand exactly what the problem is. If you do not, ask your friends some questions until you are sure about this.

Brainstorm a number of solutions to this problem. Remember at this stage you do not need to even stop to think about whether they will work or not.

Select at least three possible solutions to the problem. Prioritise these solutions numbering them 1 - 3. The solution you think will work best will be No. 1, etc.

Now discuss each of your choices in turn with your partner and reflect on these and see whether they are feasible (could possibly work). Let your partner decide which would be the best option for him / her.

CHECKLIST	yes	partly	no
I understand clearly what the problem entails.			
I brainstorm ideas in order to have several solutions from which to choose.			

I look for things I can improve.			
I am willing to try new things and make changes to my original plan after reflection.			
I ask questions when I do not understand.			
I listen to educator's/ peer's suggestions for improvement.			
I am prepared to try another solution if my first choice does not work.			

Assessment

Learning outcomes(LOs)

LO 1 Listening

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

We know this when the learner:

1.2 listens actively and carefully for specific information and main ideas, and responds appropriately.,

LO 4 Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes

We know this when the learner:

uses the writing process independently and with ease to generate complex texts.

LO 5 Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning

We know this when the learner:

5.5 uses language to reflect:

LO 6

language structure and use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts

We know this when the learner:

6.2 works with sentences:

6.5 develops critical awareness.

Memorandum

ACTIVITY 1: DICTION and IMAGERY

Diction: Help pupils to identify verbs and adverbs from the text. Do other exercises.

Imagery: Re-use similes and metaphors with the learners

ACTIVITY 2: SENTENCE TYPES

Go over statements, questions, exclamations and commands with them.

SENTENCE	TYPE
Her eyes were shining brilliantly as an idea flashed into her mind.	Compound
It reached below her knee and made itself almost a garment for her.	Complex
I will make him think that I am still pretty.	Compound
Jim seemed to quickly wake out of his trance.	Simple
An ecstatic scream of joy was followed by hysterical tears.	Simple

ACTIVITY 3: PROBLEM-SOLVING

Encourage learners to take these problems seriously, to be sympathetic and compassionate towards others and to be positive at all times.

The questions, the rubric (at the end of the module) and the checklist will serve as a guide for the learners and assist you in evaluating their effectiveness in solving problems.

Upgrading your vocabulary

ENGLISH HOME LANGUAGE

Grade 9

MONEY AND OTHER MATTERS

Module 9

UPGRADING YOUR VOCABULARY

ACTIVITY 1:

Upgrading our vocabulary

[LO 6.1]

These words you should rather use in place of *nice*, *get* or *a lot of*.

Wonderful, bought, much, many, had, lovely, friendly, received, found

- Choose a word from the list above to replace the underlined words in the following sentences. You may use each word only once.
- Jim got Della a nice present for Christmas
- There was a lot of love between them.
- Della got a solution to her problem.
- Jim and Della were nice people.
- There were a lot of presents to choose from.
- There were a lot of presents to choose from
- Ila got twenty dollars for her hair.
- “The Christmas Present” was a nice story.

ACTIVITY 2:

Punctuation

[LO 6.2]

- Rewrite the following paragraph filling in the capital letters and full stops.

della said jim i wanted to buy you the best christmas present ever i went to see madame sofronie who owns hair goods of all things she gave me twenty dollars i searched the shops for a gift worthy of james willingham young i found just the right thing at 142 high street in new york

ACTIVITY 3:

Word formation

[LO 6.2]

Develop your language skills to communicate clearly and confidently.

- Change the form of the underlined word so that it fits into the sentence.e.g. He has a very success career. → successful

Della was nerve about cutting her hair.

At last she found a suit present for Jim.

Jim's Christmas present filled her with happy.

The beauty combs were just what Della wanted.

Jim's watch was expense.

Her calculate of the cost was inaccurate.

She uttered an ecstasy scream of joy.

The peculiar of his expression confused her.

ACTIVITY 4:

Listening skills

- Your teacher will read you the conversation Pumla has with the shop assistant. Take note of what you have to do!

Listen carefully.

Circle all the items mentioned in the conversation.

Fill in the prices next to the items.

Pay attention to the quantities Pumla orders.

Add the amounts Pumla owes to determine the total price of her order.

If Pumla has R60 to pay her bill, how much change will she receive?

ACTIVITY 5:

Introductory paragraphs

[LO 4.2]

- What are the differences between an ARGUMENTATIVE and a DISCURSIVE piece of writing?

• ARGUMENTATIVE	• DISCURSIVE

“Advertisements exploit our weaknesses and turn us into dunces incapable of making wise choices. We are victims of the advertising industry.”

- Write the INTRODUCTORY PARAGRAPH of an argumentative OR discursive essay on the above topic. Use the techniques suggested by your teacher to compile the paragraph

of 100 – 120 words.

	4	3	2	1
Main/Topic Idea Sentence	Main/Topic idea sentence is clear, correctly placed, and is restated in the closing sentence.	Main/Topic idea sentence is either unclear or incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is restated in the closing sentence.	Main/Topic idea sentence is unclear and incorrectly placed, and is not restated in the closing sentence
Supporting Detail Sentence(s)	Paragraph(s) have three or more supporting detail sentences that relate to the main idea.	Paragraph(s) have two supporting detail sentences that relate back to the main idea.	Paragraph(s) have one supporting detail sentence that relates to the main idea.	Paragraph(s) have no supporting detail sentences that relate to the main idea.
Elaborating Detail Sentence(s)	Each supporting detail sentence has three or more elaborating detail sentences.	Each supporting detail sentence has at least two elaborating detail sentences.	Each supporting detail sentence has one elaborating detail sentence.	Each supporting detail sentence has no elaborating detail sentence.
Legibility	Legible handwriting, typing, or printing.	Marginally legible handwriting, typing, or printing.	Writing is not legible in places.	Writing is not legible.
Mechanics and Grammar	Paragraph has no errors in	Paragraph has one or two punctuation,	Paragraph has three to five punctuation,	Paragraph has six or more punctuation,

	punctuation, capitalisation, and spelling errors.	capitalization, and spelling errors.	capitalization, and spelling errors.	capitalization, and spelling errors.
--	--	--	--	--

ACTIVITY 6:

Reporting on research

[LO 4.2, 5.2]

- You are planning a get-together with your friends and would like to serve snacks, hotdogs and cooldrink.
- Find out what each of the following items cost at:

A .A corner cafe

B. A supermarket.

- 1 x 750g bottle of tomato sauce
- 2 x 150g packets of chips (Try to price the same brands)
- 1 kg Vienna sausages
- 12 hotdog rolls
- 2 x 2 litre bottles of Coke
- Calculate the total cost for shop A and shop B.
- Write a short report using the headings below as a guide.
- Title of Report:
- **Aim** (*What you wanted to find out*)
- **Procedure** (*What you did to gather your information*)
- **Findings** (*What you found out*)
- **Conclusion** (*What you think about what you have found out*)
- **Recommendations**
- **Signature :**
- **Date:**

ACTIVITY 7:

Argumentative / Discursive essay

[LO 4.4]

- [You will need approximately 4 - 5 lined pages for the following exercise.]

We started looking at the differences between argumentative and discursive writing. You should by now have a good idea of the differences between these two types of writing and be ready to decide which type best suits your way of thinking and style of writing.

Here are some topics. You need to choose **ONE** of them for an *essay of 250 – 300 words*. You can decide which type of essay you are going to write: argumentative or discursive.

Once you have chosen a topic, BRAINSTORM with a partner who has chosen the same topic as you have.

From your brainstorming notes, draw up an outline or MINDMAP of your essay, grouping ideas and making sure that they are ordered in a logical way to reflect the development of your discussion/argument.

Choose a suitable, attention-grabbing title and write the FIRST DRAFT of your essay according to the mind map you have compiled.

Pay particular attention to PARAGRAPHING . Remember that each paragraph should contain only one main idea. Also try to LINK your paragraphs so that one flows logically to the next.

Make sure that your INTRODUCTION is effective: it must spur someone on to read further.

Your CONCLUSION also needs attention: it is your last chance to make an impact on a reader!

Carefully edit your first draft/ask a partner to do it while you check his/hers. Use the EDITING CHECKLIST.

You should now be ready to pen the perfect essay. Go ahead. Enjoy!

FINALLY HAND IN

- your brainstorming notes
- mind map / outline
- first draft and checklist
- final essay containing: the topic, genre (discursive or argumentative)
- the number of words you have used.

CHECKLIST	SELF	PEER
Spelling and punctuation corrected		
Formal English used throughout		
Introduction has impact		
One main idea per paragraph		
All ideas are focused on the topic		

Assessment

Learning outcomes(LOs)

LO 1 Listening

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

Assessment standards(ASs)

We know this when the learner:

listens actively and carefully for specific information and main ideas, and responds appropriately.

LO 3 Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.3 discusses and explains the purpose, audience and context of a text;

LO 4 Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes

We know this when the learner:

4.2 produces a wide range of factual written and multimedia texts for various purposes, using a range of visual and design elements where appropriate by means of e-mail, reports on

current issues, advertisements, posters, book reviews, film reviews, eye-witness accounts, newspaper reports, cv's, agendas en minutes of meetings;

uses the writing process independently and with ease to generate complex texts:

LO 6

language structure and use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts

We know this when the learner:

6.1 works with words.

6.2 works with sentences.

Memorandum

ACTIVITY 1: UPGRADING OUR VOCABULARY

Make a list of banned words/ get/got/nice/ a lot . . . and **always** give alternatives.

ACTIVITY 2: PUNCTUATION

Emphasise neat writing so the exact placing of the punctuation mark is clear.

ACTIVITY 3: WORD FORMATION

Nervous

Suitable

Happiness

Beautiful

Expensive

Calculations

Ecstatic

Peculiarity

ACTIVITY 4: LISTENING SKILLS

Explain clearly what is required of the learner. Each must have the picture page in front of him/her.

Read the conversation twice:

First, to enable them to identify the items.

Secondly, to fill in the prices.

Pumla enters her local supermarket and approaches an employee for help

ASSISTANT : Hello, can I help you?

PUMLA : Yes, thank you. I am having a dinner party and I want to prepare a tasty chicken dish.

ASSISTANT : The chickens are in the refrigerator. Follow me, please. Ah, here's a big chicken priced at R17,95. Will that do?

PUMLA : That's fine.

ASSISTANT : Anything else?

PUMLA : Yes, please. I shall need onions, lemons and garlic to flavour the chicken.

ASSISTANT : Right, just let me weigh these. That's R2.10 for the lemons, 59c for the onions and R1,13 for the garlic.

PUMLA : For vegetables I thought I would serve peas and carrots as the green and orange colours will brighten up the table.

ASSISTANT : I have a kilogram of peas @ R8,95 and the carrots cost R1,98 a bunch.

PUMLA : That'll be fine. Now, just let me check my list. Oh, I also need half a dozen eggs and a litre of milk to make the dessert.

ASSISTANT : Will extra large eggs be all right? They cost R3,29 for six and the milk has just gone up, so a carton of milk now costs R3,99.

PUMLA : Oh, I'll take a slab of chocolate too. I have R60. I hope that will cover everything.

ASSISTANT : No problem. That's another R3,95 for the chocolate. Altogether that comes to ...

PUMLA : Thank you for your kind assistance. You have been so helpful.

ASSISTANT : It's a pleasure. Here's your change. Good day!

Once the learners have done the calculations, advance to Activity 27 to find the till slip for these purchases so that learners can check their answers.

ACTIVITY 5: INTRODUCTORY PARAGRAPHS

It might be good idea to write paragraphs together as a class, then in pairs and finally individually.

Acronym – a word formed from the initial letters of other words. Value Added Tax → VAT Let the learners think of other acronyms e.g. USSASA, LASER, SCUBA, NATO. They can have fun creating their own acronyms.

Discuss all the answers at the end

ACTIVITY 6: REPORTING ON RESEARCH

This activity should make the learners more aware of price differences and savings that can be made. Their conclusion should be that convenience stores are usually more expensive than supermarkets. You could ask them to explain why this is so.

Discuss all the answers at the end

ACTIVITY 7: ARGUMENTATIVE / DISCURSIVE ESSAY

Spend quite a bit of time teaching writing method, making sure that pupils know what the genre expects of them.

Go over the checklist too.

Critical habits and experiences

ENGLISH HOME LANGUAGE

Grade 9

A LOOK AT TELEVISION

Module 10

CRITICAL HABITS AND EXPERIENCES

ACTIVITY 1:

To be able to review own habits and experiences critically

[LO 5.5.2]

Television and You: How well do you know yourself?

Answer the the following questions as truthfully as possible by saying YES or SOMETIMES or NO.

Do you watch television in the morning?

Are you allowed to watch television programmes made for adults?

Do you watch television in the afternoon?

Do you do your homework while watching television?

Are you allowed to watch television until late at night?

Are you allowed to watch anything?

Do you like it if your parents tell you not to watch certain programmes?

Do your parent(s) watch television programmes with you?

Do you enjoy environmental programmes on television?

Do you think cartoons are too violent?

Do you think you watch too much television?

Do you play the sport you watch on television?

ACTIVITY 2:

To be able to motivate own point of view and show flexibility and select and explore topics through using notes and lists.

- Your educator will explain how to do group work effectively by going over the following notes with you and then you will discuss the findings of the above questionnaire with your group:

Choose a leader for your group.

(S)he keeps the group focused on the task at hand.

(S)he rotates reading of the questions (every person in the group should read once).

Any discussion ensures all participate and all opinions are heard.

All persons in the group should take notes of group opinions, answers, and comments.

- Now, re-do the above but this time give the *group* findings:

- In your group:

Establish the general views of the group for each question.

Select two questions and discuss the advantages, disadvantages, causes and effects.

Write down some conclusions that you have come to individually.

How well does the group fare?

Do you watch television in the morning?

Are you allowed to watch television programmes made for adults?

Do you watch television in the afternoon?

Do you do your homework while watching television?

Are you allowed to watch television until late at night?

Are you allowed to watch anything?

Do you like it if your parents tell you not to watch certain programmes?

Do your parent(s) watch television programmes with you?

Do you enjoy environmental programmes on television?

Do you think cartoons are too violent?

Do you think you watch too much television?

Do you play the sport you watch on television?

- Final, individual concluding comment:

ACTIVITY 3:

To be able to use common prefixes to work out meanings

[LO 6.1.6]

- Read the following quietly to yourself:
- A prefix is a word part that has meaning of its own.
- A prefix can help you make meaning from words unfamiliar to you.
- Let us look at the following words with the same prefix:
 - The word ‘television’ starts with the **prefix** “tele-”.
 - Television = ‘Tele’ + ‘vision’
 - ‘Tele’ = Over a distance /from afar; ‘vision’ = what you can see.
 - Therefore ‘television’ means ‘to see over a distance / from afar’

TEST YOUR SKILLS

The meanings of the following words are all jumbled.

- Match the meanings with the correct words. Just give the letter and number.
-

WORDS	MEANING OF THE WHOLE WORD
A. Telesales	1. Optical instrument that makes distant objects appear closer.
B. Telepathy	2. Selling over a distance by means of the telephone.

C. Telephone	3. A scrolling machine that shows what a newsreader must read.
D. Telemarketing	4. Thoughts transmitted from one person to another.
E. Telekinesis	5. The marketing of goods over the telephone.
F. Teleprompter	6. Movement of objects from a distance by means of thought.
	7. Device that allows distance conversation.

Memorandum

LO 4

WRITINGThe learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes a wide range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects;

4.4 uses the writing process independently and with ease to generate complex texts:

4.4.1 selects and explores complex topics through brainstorming, and using lists and notes.

LO 5

THINKING AND REASONINGThe learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.4 develops and uses arguments in ways that;

make the logic clear to the reader or listener;

anticipates responses and objections;

5.1.6 uses factual information and interprets statistics with increasing confidence to support an argument;

5.1.7 draws on own experience and contrasts it with that of others to illustrate a point of view;

5.2 uses language to investigate and explore:

5.2.3 questions and weighs options;

5.2.4 explores a variety of approaches to plan, organise, and present research on a topic;

5.2.5 considers different perspectives when selecting information.

5.3 processes information:

5.3.2 chooses best and most appropriate information from various

sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation;

5.5 uses language to reflect: 5.5.2 reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development.

LO 6

LANGUAGE STRUCTURE AND USE The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.6 uses common prefixes and suffixes to work out meaning;

6.2 works with sentences:

6.2.6 uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses).

ACTIVITY 1

Reviews own habits and experiences critically.

The learners will mark their own work. Make sure that they understand they must work quietly, alone, and be really honest so that the findings can be reliable. Explain the concept of surveys and questionnaires.

To check that they are honest, go around the class and re-ask the questions of a few learners (pick up their books so that they cannot see the answers!) and see if the answers are the same. If there are inconsistencies, then tell the whole class again to be honest and that you have found unclear answers. This usually makes the rest of the class fill in the form more accurately! Marked according to whether they can work alone and be honest.

They need to understand what ‘critically’ means.

ACTIVITY 2

Motivates own point of view and shows flexibility and selects and explores topics through using notes and lists.

- Go over the group notes with them and explain each fully so that they are sure what the duty of the leader is. Help them to form groups (Use surnames starting with . . .; use colour cards; use rows; use groups that you have pre-designed).

Now, TAKE TIME for establishing the view of the group; their comments and their conclusions. Make sure that every learner in every group is taking part. If not, draw this to the attention of the group leader.

Make sure that when an opinion is given, that it is motivated! Ensure that there is flexibility in the group and that an opinion is not bulldozed through or cast in stone.

Make sure the learners take notes and make lists.

When they have finished, they can neaten their effort at home and the next day you can go over the findings. This should be an eye-opener for some who take television-watching as a given.

When you mark their work, check the WAY they have taken notes and give a full revision lesson on this. Comment on their maturity / the depth of their answers; the thoroughness; the care and attention to detail. Question whether they have gained from the activity.

ACTIVITY 3

Uses common prefixes to work out meanings.

The preceding lesson can be on prefixes and the value of knowing this information e.g. helps with spelling, pronunciation, the meaning of a word etc.

Let them do this activity and then ask them about other prefixes too. Give them a list to learn and show them how spelling, meaning of a word and pronunciation can be helped along.

Using punctuation appropriately

ENGLISH HOME LANGUAGE

Grade 9

A LOOK AT TELEVISION

Module 11

USE A RANGE OF PUNCTUATION APPROPRIATELY

ACTIVITY1:

To be able to use a range of punctuation appropriately

[LO 6.2.6, 5.2.5]

- Read the next bit of text carefully and then answer the questions that follow:

Miss X looked up from the literature: “Its the scene where you see the murder being committed.” Miss X got up, put away the book and beckoned to the maid, who brought her a comb and a mirror.

“My nose all right?”, she asked, dabbing on some powder.

- Line 1 contains TWO errors. Identify, explain and correct the errors.
- The first paragraph is too long. Give the first word of what could be a second paragraph. Give a reason for your answer.
- What punctuation error is there in Line 4? Identify, explain and correct it.

Explain the spelling of ‘committed’

- Which television programmes do you think are unsuitable viewing for Grade 6 children? Explain.
- What is the main purpose of a television guide?

Which programme do you think is the most beneficial? Why?

ACTIVITY 2:

To be able to draw on own experience and contrast it with that of others to illustrate a point of view.

[LO 5.1.7]

- Cartoons on television are scheduled for the mornings AND afternoons.
- Give THREE main reasons for this.
- Do you think it is right that a parent leaves a child in front of the television, unsupervised?
- A ‘cartoon’ is “a filmed sequence of drawings using the technique of **animation**. ”
- What does **animate** mean?
- What is the origin of this word?
- Give the antonym.

ACTIVITY 3:

To be able to plan, organise and present research.

[LO 5.2.4]

	• PER DAY	PER WEEK
	<ul style="list-style-type: none">• Add up the number of hours per day and then per week, that you spend watching television.	
	<ul style="list-style-type: none">• Add up the time the whole group spends watching television per week.	
	<ul style="list-style-type: none">• Add up the amount of time you spend on playing a sport / taking part in a cultural activity per day and per week.	
	<ul style="list-style-type: none">• Add up the time you spend with friends per day and per week.	
	<ul style="list-style-type: none">• How much time is spent on	

schoolwork per day and per week,
after normal school hours.

- **Compile sample information for WEEKLY and then WEEKEND activities:**
- From the times indicated above, say what *the time difference* in hours is, between:
-

	• PER DAY	• PER WEEK
Watching television		
Time spent on schoolwork (after hours)		
Time spent with friends		
Time spent on sport / cultural activity		

-
- Now do the same for the WEEKEND:

	PER DAY	PER WEEK
Time spent watching television		
Time spent on schoolwork (after hours)		
Time spent with friends		
Time spent on sport / cultural activities		

ACTIVITY 4:

To be able to use factual information and interpret statistics to support argument

[LO 5.1.6]

- Now, come to some conclusions about the statistics that you have worked out.
- **Apply your findings.**

1. Using the above information, set up a working **schedule** for yourself.
2. Your time management starts **after** you arrive home from school, except for weekends.
3. Work out *a week* and then *a weekend* schedule for yourself.
4. Your balanced schedule must allow for:

- i) Only 1 hour to 1½ hours of television viewing time (per day).
- ii) Enough time for schoolwork (homework and/or studying).
- iii) Adequate time for playing with friends and for a sport / cultural activity.
- iv) TIP: Do not forget to include eating time and time spent with your family.

Now, make copies of the final Time Management Schedule and paste one in your diary, display one in your bedroom and paste others in some other visible place.

TIME MANAGEMENT SCHEDULE

	Sun	Mon	Tues	Wed	Thurs	Fri	Sat
15:30							
16:00							
16:30							
17:00							
17:30							
18:00							
18:30							
19:00							
19:30							

20:00								.
20:30								
21:00								

* You may adjust the times to suit your own personal needs.

ACTIVITY 5:

To be able to explore the creative, critical and playful use of language

[LO 4.1.2]

- Write a short play-form scene for a skit of a soapy. Use the next Assessment Chart to assist you.

TO USE PLAY-FORM DIALOGUE CORRECTLY:

New speaker; new line.

Leave a line open between speakers.

Directions used in brackets after the speaker's name.

NO inverted commas in play-form dialogue.

e.g.

Joan: Oh John, I so missed you!

John: (*looking very apologetic*)

I am so sorry. I was working late at the office!

Assessment

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes a wide range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects;

4.4 uses the writing process independently and with ease to generate complex texts:

4.4.1 selects and explores complex topics through brainstorming, and using lists and notes.

LO 5

THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.4 develops and uses arguments in ways that;

make the logic clear to the reader or listener;

anticipates responses and objections;

5.1.6 uses factual information and interprets statistics with increasing confidence to support an argument;

5.1.7 draws on own experience and contrasts it with that of others to illustrate a point of view;

5.2 uses language to investigate and explore:

5.2.3 questions and weighs options;

5.2.4 explores a variety of approaches to plan, organise, and present research on a topic;

5.2.5 considers different perspectives when selecting information.

5.3 processes information:

5.3.2 chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation;

5.5 uses language to reflect:

5.5.2 reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development.

LO 6

LANGUAGE STRUCTURE AND USE
The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.6 uses common prefixes and suffixes to work out meaning;

6.2 works with sentences:

6.2.6 uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses).

Memorandum

ACTIVITY 1

Uses a range of punctuation appropriately.

Explain the difference between ‘identify’ / ‘explain’ / ‘correct’.

Show them how to use language terms to explain language errors.

Explain about spacing and neatness of the answers.

Do a few more exercises with them based on the knowledge they gained here.

Go over the answers first before the peers start marking!

ACTIVITY 2

Draws on own experience and contrasts it with that of others to illustrate a point of view.

Most learners have seen cartoons so can draw on their own experience but they do need to hear the view of the others so that they can come to a fair conclusion.

They need to commit themselves again to a standard, a personal principle, especially when discussing whether it is a good idea to leave a child unsupervised in front of the television.

Discuss the question of ‘latch-key children’.

Go over the cost of animation too.

ACTIVITY 3

Plans, organises and presents research.

- This is really a very important exercise as it can help the learners to manage their time more efficiently and even show them how to plan for their examination learning time.

They need to see that time is limited and that playing all day means no work can be done or that working all day means that they can never relax. They need to see the balance in life; to cultivate it and manage it.

So first they need to establish how they DO spend their time. Make sure that they know EXACTLY what they have to do before they start. Encourage them to ask questions.

They MUST work quietly to do this effectively. Tell them you want to see their calculations; to see them adding up on their fingers!

However, if they realize the value of this activity, you should have no problem. They do need to understand that planning and organising their material will help them with the presentation.

ACTIVITY 4

Uses factual information and interprets statistics to support argument

- This too is VERY important because it is a programme to live by. It will help them with their work and let them know when they relax that it is acceptable.

They will be using the information they put together in the previous activity and will now be able to interpret it and so support their argument for their parents that when they work, they work; when they play, they play!

This activity should be done well! Encourage them to share what they are doing with their parents. Their finished product should be put up in their rooms where they study as a reminder of their effort.

ACTIVITY 5

To explore the creative, critical and playful use of language

- Writing a skit is not easy. The learners should understand what is meant by a ‘satire’ or ‘satirical style’. They should understand the purpose in using language creatively and playfully but yet critically.

It is important that their use of punctuation and spacing is correct.

They should enjoy preparing and presenting these – with a straight face!

Coherent writing

ENGLISH HOME LANGUAGE

Grade 9

A LOOK AT TELEVISION

Module 12

COHERENT WRITING

ACTIVITY 1:

To be able to choose information and synthesise contributions into a coherent piece of writing

[LO 5.3.2]

- The following must be done in a group. Fill in the following chart :
•

- Supply five reasons why “soapies” are not suitable for children.
- Why is 17h30 – 18h30 a bad time for showing this type of programme?
- Ask your parents to think how long ago each “soapy” started in South Africa and to tell you about some of them. Write down a point-form summary of what they say after consulting with your group. **TIP:** Come to some conclusions in your summary.

NOTE: A good summary has:

- A clear, short heading
- Clear sub-headings
- Numbered points
- Clarity and neatness

Decide on these BEFORE YOU START!

ACTIVITY 2:

To be able to show a range of interaction skills in a panel discussion tackling important issues

[LO 5.1.4 , 2.4.1]

- Have a panel discussion on any or all of the following topics:

Television announcers are too conscious of themselves.

Television programmes promote violence.

Children who do not watch television at all are more creative than those who do.

Television invades our privacy.

Watching television develops poor habits.

Television is essential for knowing what is going on in the world.

Abuses in the world have been exposed by television reporters / documentaries.

The dangers that follow the lives of television reporters / photographers.

What should take the place of television watching.

- Use the following assessment chart to assist you in your preparation and presentation:
- PREPARATION

CRITERIA	1	2	3	4
Thoroughness	Very little work done	A bit of work done	Worked well	Extremely thorough
Interest	Not interesting; clichéd	Interesting only in part	Quite interesting	Very interesting
Audience contact	Audience bored	Audience slightly interested	Audience quite interested	Audience absorbed

PRESENTATION

CRITERIA	1	2	3	4
Clarity	Not clear at all	Clear in part	Quite clear	Very clear
Use of body, face and hands	Lacking in body language	Glimpses of body language	Body language contributes	Body language

			to message a bit	really adds to message
Use of notes	No notes used and speaker stumbled along	Notes used badly – speaker read from notes	Speaker used notes for reference but read at times	Speaker only referred to notes (Take the point; make the point)

- Now prepare the contribution that you will make to the panel discussion. Work in a group with your leader. Decide on the questions that should be asked and who will answer what
- aspect. However, you can also contribute to what the other panellists are saying. So, **PREPARE WELL!**

ACTIVITY 3:

To be able to choose information from various sources and individuals and synthesise contributions, with own ideas, into a coherent piece of work or presentation.

[LO 5.3.2]

- As a group, draw up YOUR family tree and show the connections between members

They could be relatives by marriage or be stepbrothers/ stepsisters or just friends.

Use any kind of diagram you wish.

- Do this on a large piece of paper so that your family history is clear.

Then tell the class about your family if you wish. **DO YOUR FINAL PRODUCT ON A LARGER PIECE OF PAPER TO SHOW AND TELL.**

ACTIVITY 4:

To be able to respond critically to text by evaluating writer's point of view / question and weigh options

[LO 3.8.1, 5.2.3]

SOME READING TIPS:

Read the following passage TWICE:

- first to see in general what it is about;
- secondly to pick up the details.

THEN, read the QUESTIONS before you read the passage.

- This will mean that you read with intent, see?

Did you understand what you read?

Circle words you did not understand and look up their meaning in a dictionary.

Ask a friend or an educator about some of the meanings.

Write the meaning in the margin of the passage for future reference.

Is that harmless half-hour on the box really so harmless?

GILLE WEINTROUB examines the dirty washing that lies beneath the soaps.

PARENTS in the United States threw up their hands in horror when kids took to city sewers in emul

ation of the TV cartoon heroes of the day, the Ninja Turtles. In South Africa, even the children's programme on Radio South Africa felt obliged to warn young listeners about the noxious gases they might encounter should they take it into their heads to go under the city . . .

So nobody underestimates the power of the box when it comes to turtles. But what would hap

pen to the already embattled morals of society if our teen

agers began living their lives like *Loving* or spent their days like the characters of *Days of our Lives*. Many households come to a standstill between 17h30 and 18h30 while entire families watch what many adults classify as escapist television nonsense. But is it really harmless?

Di van der Merwe banned *Loving* and *Days of our Lives* in her home because of its effect on her 14-year old daughter.

“Lindsey began basing her attitudes on the activities of these two-dimensional people. She began talking American; her priorities became mixed up.”

But it was romance rather than sex that put the final nail in the coffin, as far as Lindsay’s mother was concerned. “Her major priority became achieving a romantic relationship with a boy. That’s why I banned it outright. She’s 14, and at that age they’re too young for sex. It’s the romantic issue that clouds priorities. Her education, social life and friends should be her priorities at this age, but *Loving*, *Egoli*, *The Bold and the Beautiful* as well as *Generations* tell her how desirable it is to have a romantic relationship with a member of the opposite sex.

Timing was also a problem.

Right at prime time in family life, she would be sitting “staring at the screen,” complained Van der Merwe. “Lindsey did nothing until after 7 pm.”

Sex-educationist, RENÉ RAFF, is terribly against programmes like *Egoli*, *Loving*, *Days of our Lives* and all other soap operas because they glamorise deviant and promiscuous behaviour. But she does, albeit grudgingly, allow her children to watch *Teenage Mutant Ninja Turtles* because its “goody vs baddy” moral formula takes the edge off the violence it portrays. “The soaps,” says Raff, “exposes children unnecessarily to issues which are not children’s issues. Children do not have the emotional sophistication to judge wrong from right. Adolescents may have better judgmental abilities, but they too are exposed to things in an unrealistic way.”

The sexual and romantic convolutions of *Loving* and other soapies like *The Bold and the Beautiful* bear little relationship to reality. *Loving* characters, Jim Vocheck (former Catholic priest, who lost his memory after an accident, came to, remembered he had been in love 15 years before and gave up the priesthood to marry his former lover!), and Shana Alden (love-child of Alden dynasty head, left at the altar by her first lover who decided to go back to his wife, became engaged to his brother, then dumped him at the altar when Father Jim, about to be plain Jim,

persuaded her to marry him instead!). It is made to look glamorous to cheat, deceive and tell lies like the teenage character, Sammy of *Days of our Lives*.

Soap operas portray sexual activities without mentioning consequences like pregnancy or the risk of Aids or any other sexually transmitted disease.”

1. Supply the dictionary meaning of the following words: and then use each word in a sentence to show its meaning.

- Unrealistic:
- Priority:
- Glamorise:
- Noxious:

2. Why did Lindsey’s mother ban her from watching ‘soapies’?

3. *In Line 3, the word “children’s” has an apostrophe to indicate that the [television] programme is one made for children.*

What is the purpose of the apostrophe in: “Lindsay’s mother . . .”? (par.5)

4. Lindsay’s mother states, “*That’s why I banned it outright. She’s 14 and at that age they’re too young for sex.*”

The underlined words are examples of contractions and also make use of the apostrophe.

Here, the apostrophe takes the place of letters that were left out.

TIP: Contractions are only allowed in writing when they represent spoken words.

Rewrite the above sentence, filling in the missing letters so that the words are complete.

That’s =

She’s =

They’re =

6. According to the article, why are ‘soapies’ not suitable for children?

7. Why does René Raff begrudgingly let her children watch *Teenage Mutant Ninja Turtles*?

8. Quote the priorities Di van der Merwe says her daughter should have at fourteen years old.

9. Draw up a 5-point list of priorities for yourself, other than watching television!

10. Underline the correct spelling of the following word:

The teacher was decieved \ deceived \ desieved.

There is nothing glamorous about violense \ violinse \ violence.

The consequences \ consequinces \ consekwences were dramatic.

ACTIVITY 5:

To be able to explore the creative use of language in a letter

[LO 4.1.2]

- Finally, write a letter to the press about any aspect of television that worries you or where you feel standards are lacking or about programming, the type of film being shown or the number of repeats. You can, of course, also praise the news reporting, the programming or any aspect that you feel deserves praise.
-
- Use the following chart to assess your work before you hand it to your teacher.
-

CRITERIA

1

2

3

Subject line

Not relevant to the content. It is also not captivating.

Unclear or too long. It is relevant but slightly off the point.

Almost clear what the letter is about but errors in style.

Short and creative. It tells us exactly what this letter is about.

Content

Not relevant. Confusing. Not thorough.

Point or issue not made or raised immediately.

Mostly to the point.

Creative and to the point.

Conclusion

The conclusion starts a new point and has no connection with the content.

Conclusion connects with the content, but does so by repeating words.

Conclusion almost achieves its purpose.

Sums up points made without using the same words.

Please remember that it is unkind and ill-mannered to threaten, swear or be rude to the person you are writing to.

Be polite and state your issue firmly, tactfully and cleverly.

Make sure your letter makes an impact on readers.

Read through your work and rectify your spelling errors.

Check for incorrect use of punctuation marks or punctuation marks left out.

Make sure that each new point or idea forms a new paragraph.

Make sure there is a line left open between each unit.

ROUGH DRAFT:

- Address and date
- The Editor and business address
- Subject line
- Opening paragraph
- Points to raise
- Closing paragraph
- Close

Assessment

Learning Outcomes(LOs)

LO 2

SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standards(ASs)

We know this when the learner:

2.4 demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing:

2.4.1 tackles important issues (e.g. social and ethical issues related to the environment and human rights);

2.5 gives oral presentations confidently and creatively paying attention to:

2.5.1 pausing and variation in tempo and volume at key points;

2.5.2 purpose and audience;

2.5.3 posture, gesture, body language and facial expressions to engage audience interest;

2.5.4 variation in presentation modes;

2.5.5 register;

2.5.6 tone;

2.5.7 degree of formality

2.5.8 different social and cultural conventions;

2.5.9 appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions.

LO 3

READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.8 responds critically to texts:

3.8.1 evaluates writer's point of view.

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes a wide range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects;

4.4 uses the writing process independently and with ease to generate complex texts:

4.4.1 selects and explores complex topics through brainstorming, and using lists and notes.

LO 5

THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

5.1 uses language to think and reason:

5.1.4 develops and uses arguments in ways that;

make the logic clear to the reader or listener;

anticipates responses and objections;

5.1.6 uses factual information and interprets statistics with increasing confidence to support an argument;

5.1.7 draws on own experience and contrasts it with that of others to illustrate a point of view;

5.2 uses language to investigate and explore:

5.2.3 questions and weighs options;

5.2.4 explores a variety of approaches to plan, organise, and present research on a topic;

5.2.5 considers different perspectives when selecting information.

5.3 processes information:

5.3.2 chooses best and most appropriate information from various sources and individuals, and synthesises contributions with own ideas into a coherent piece of work or presentation;

5.5 uses language to reflect:

5.5.2 reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development.

Memorandum

ACTIVITY 1

Chooses information and synthesises contributions into a coherent piece of writing

LO 5.3.2 Marking: Ed

- ‘Soapies’ play an enormous role in the literate life of learners and cannot be ignored. So pay attention to this exercise and their findings. Allow THEM to come to the conclusions you would like to lead them to! Make sure that they manage to encapsulate the information they glean from the group and that their findings are coherent.
-

ACTIVITY 2

Shows a range of interaction skills in a panel discussion tackling important issues

- First explain that every member of the panel discussion should have something to say; that the topic should be explored as widely as possible. Then go over ways of interrupting politely; ways of changing the subject and introducing another angle to the topic and ways of preventing a one-to-one conversation happening in the panel and also ways of not stultifying the conversation when the leader asks each person in turn for their view, which can be rather boring to the viewers because of its predictability. The speakers should feel safe enough to talk on their own without prompting.
- Explain again that the preparation eases the presentation. Look for good content; fair comment and good ways of communicating views.
- Then also, go over with the peers exactly how they should mark. Ask them to comment at the end.

ACTIVITY 3

Chooses information from various sources and individuals and synthesises contributions with own ideas into a coherent piece of work or presentation

- Doing an oral history is already a mammoth task. Let them work out the questions that they would like to ask their family members. Then let them compare their questions with those of their friends. Come to a final decision about the questions to ask.
- Make sure that they manage to encapsulate the information they glean from the group and that their findings are coherent.
- Make sure that they know they will be marked according to their preparation, what their product looks like and then on their presentation.
- If this is done well, one can have a family tree exhibition in the hall or library to encourage other learners to find their family history before it is too late and the information is lost for ever!

ACTIVITY 4

Responds critically to text by evaluating writer's point of view / Questions and weighs options

- The writer of this article has strong views. See how far they agree with her and perhaps they can also look for other ways that TV effects us. They need to look at the article critically.
-
- **ACTIVITY 5**
-
- **To explore the creative use of language in a letter**
- A letter to the press can be so effective. Learners need to understand that there are issues that should be handled in the press and there are others that shouldn't and they should know the difference.
- Go over the notes with them before they start writing and perhaps let them bring a good letter to class so that you can study what makes good writing and what not.

Whenever learners hand in work, they must also hand in the rough work, planning work and preparation work.

To communicate ideas accurately

ENGLISH HOME LANGUAGE

Grade 9

PERSONAL DEVELOPMENT AND EMPOWERMENT

Module 13

COMMUNICATING IDEAS ACCURATELY

ACTIVITY 1:

To communicate ideas accurately and coherently

To use language to evaluate quality and accuracy of information

[LO 2.2, 5.5]

You must have three different choices or options of careers

- **Find pictures in magazines or newspapers, which depict three careers you are interested in.** After pasting them on a sheet of paper, write a caption for the picture.
-
- Also write **WHY** you have chosen this career.
- Now “*show and tell*” the class about your pictures as well as your reasons for choosing certain careers.
- 1. Choice of careers:

2. Captions:

3. Reasons for choice:

ACTIVITY 2:

To evaluate writer's point of view and to use language to investigate questions

[LO 3.8]

Comprehension - Your Career Options and Choices

-
- **Read the following article very attentively. Answer the questions that follow in full sentences and in your own words as far as possible.**

1. Each year thousands of school children have to decide what to do with their future. Most leave the decision for the last minute and want to decide what to do with their lives when they are in matric. By then, they are so overwhelmed that they cannot make up their minds.
2. The trick is to start as early as possible. When you reach Grade 8, you should have many ideas floating around in your head about possible career options. These should be based on what you are interested in, your personality, your skills and your dreams. You would be extremely fortunate if you were to gain experience by volunteering your services to a company or organisation. Many such 'job shadowing' programmes are available. Volunteering your services will aid you in identifying your strong points and enhancing your capabilities. You can also find out what challenges and stimulates you.
3. It is important for high school students, to be sure of which subjects bestsuit their many career options and choices. Also, participating in as many extra-mural activities as possible, will also benefit the learner in terms of what can be learnt outside of school. Doing various projects at school exposes the learners to fantastic facets of development. More than anything, through extramural activities and volunteering your services, you gain self knowledge, develop skills and resources, which in turn enable you to recognise and optimise your potential. Apart from gaining in-depth knowledge about yourself, you also learn to explore life

circumstances and discover your areas of effectiveness as well as learning to apply resources learnt in the roles we play.

4. This gives us a chance to consolidate career choices with personal worlds. 5. Above all, you are improving your qualities and your abilities when you join an extramural group and commit yourself to a project. If you are just about to start with high school, this is a good time to think about all facets of your character, and all your personal skills and talents.

5. Above all, you are improving your qualities and your abilities when you join an extramural group and commit yourself to a project. If you are just about to start with high school, this is a good time to think about all facets of your character, and all your personal skills and talents.

6. One can also read about the various career options. My Career, published by the Department of Manpower is available at your school or in the public library and will be a great help. The Department of manpower, Universities, Technikons, private career counsellors as well as career information centres offer career guidance. Schools also offer career guidance, but the ma

jority of children waste the time afforded to them for this crucial part of their school education.

7. It pays to plan ahead. Make yourself available as class leader, library monitor, prefect or any other position of pupil leadership. Offer your services free of charge to an old-aged home, day-care centre, museum, hospital or art centre.

8. These positions will prepare you for various careers and give you confidence in yourself and teach you responsibility. You will also learn the value of respect for others and the work they do as well as increase your feelings of self worth. It might get you a job one day and help you relate to jobs where leadership is required.

9. Be true to yourself. Make use of your time and your opportunities.

Questions – Understanding what you read

1. Other than schools, mention two other places where one can find information on different careers. (2)

2. (a) Identify and quote the advice given to the reader in paragraph 3. (2)

(b) Say in your words what is meant by this advice. (2)

3. Choose two answers, which show what “tertiary student” means:

- (A student who studies at a...)

University

Home School

Shop Stoep

Technikon (2)

4. “You would be extremely fortunate if you were to gain experience by volunteering your services to a company or organisation.” (par.2)

- What does "volunteering your services" mean? (2)

5. What are the advantages of volunteering your services? (3)

6. Where would one be able to find the book *My Career*? (2)

7. Circle only the letter option of the answer you choose. (1)

Your ideas for a career should be based on . . .

A what your parents do for a living.

B your dreams and interests.

C which subjects your friends choose.

D what your teachers say.

8. How does participating in extra-mural activities aid the learner to prepare for a career? (3)

9. Write down one sentence from the article that you would choose as a motto for yourself. (1)

A motto is a slogan you live by, for example:

“TRY AND TRY AGAIN. OBEY YOUR THIRST.”

“SEIZE THE DAY. JUST DO IT.”

/20/

Comprehension	0 - 7 out of 20	8 out of 20	9 - 13 out of 20	14 - 20 out of 20
Understanding	Poor	Reasonable	Good grasp	Excellent comprehension
Language use	Poor	Some serious errors	Careless errors	No errors

ACTIVITY 3:

To question and weigh options

[LO 5.2]

There are many factors which could influence your career choice. These factors include unemployment, affirmative action and problems in the world. You need to be able to select the information which you need and discard that which is less important.

Summary

- Read the following article about the myths and facts of career decision-making.

There are a number of myths and facts about career decision-making, that restrict individuals from making a sound, final choice. It is understandable that we tend to feed the myths, instead of concentrating on the facts. Never believe that there is only one career for you. We are all suited for a variety of careers. The making of a career choice is a process, which takes time. If you wait too long to give it serious thought you leave yourself little time to explore different fields. Some children stupidly believe that they should first take a break from studying after matric. As if their parents have not struggled enough, these children sit on street corners like hobos. Some young people believe that they do not have to take the responsibility of their final career choice; that is what teachers and parents are there for. Teachers and parents can guide you, but ultimately you must take charge of your own life.

“When matriculants are done with school, there will be a job for each one of them”. Or rather, this is what all of us want to believe. The reality is: unemployment if you do not plan, which is why you need to equip yourself with as many skills as possible. Most people need to face the reality of working towards having a career and to begin to consider other alternatives such as self-employment. Also, they need to equip themselves and expose themselves to the world, by joining clubs and participating in various extra-mural activities.

If life were a journey and one is supposed to enjoy the ride, one must climb on board, not sit on street corners while many rides, in the form of opportunities, fly you by. (283 words)

Adapted from Career pamphlet Department of Manpower

- The above passage contains both misconceptions and facts about the great career question. ‘Misconceptions’ are false beliefs. Identify the misconceptions from the facts. Give four examples of each.
- Misconceptions:
- Facts:

Assessment

Learning Outcomes(LOs)

LO 1

LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

Assessment Standards(ASs)

We know this when the learner:

1.6 recognises and accepts a wide range of different varieties of the language such as different accents and dialects and the language of different age groups (e.g. slang).

LO 2

SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a range of situations.

We know this when the learner:

2.2 communicates ideas, facts and opinions on challenging topics accurately and coherently, using a wide range of factual oral text types (e.g. explanations of technological processes such as how to use a computer or video player);

2.4 demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys.

2.5 gives oral presentations confidently and creatively, paying attention to:

2.5.1 pausing and variation in tempo and volume at key points;

2.5.2 purpose and audience;

2.5.3 posture, gesture, body language and facial expressions to engage audience interest;

2.5.4 variety in presentation modes;

2.5.5 register;

2.5.6 tone;

2.5.7 degree of formality;

2.5.8 different social and cultural conventions;

2.5.9 appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions.

LO 3

READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads spontaneously and extensively for pleasure and information across the range of text types studied, compares personal responses, and makes motivated recommendation to others;

3.8 responds critically to texts:

3.8.1 evaluates writers point of view.

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

writes a wide range of imaginative texts:

4.1.1 to express imagination, ideas and feelings about self and others.

LO 5

THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

5.2 uses language to investigate and explore:

5.2.3 questions and weighs options;

5.3 processes information:

5.3.2 chooses best and most appropriate information from various sources and individuals, and synthesizes contributions with own ideas into a coherent piece of work or presentation;

5.5 uses language to reflect:

5.5.1 reflects on and evaluates the quality and accuracy of information in own work and that of others;

5.5.2 reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development.

LO 6

LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

works with words:

uses common abbreviations and acronyms appropriately;

explains and uses word families and words of the same field to develop vocabulary in context;

uses common prefixes and suffixes to work out meaning.

Memorandum

Activity 2

1. Any two: libraries, universities, technicians, career counsellors, or career information centres. (2)

“...be sure of which subjects best fit their many career options” and “participating will also benefit the learner”. (2)

3. circle: university and technician. (2)

1. This means to ask whether you may be of service, often without being paid (2)

Own words must be used. You will gain experience, realize what you are good at and practise those skills and realize what really interests you. (3)

1. This could be in a library or your school.

(Also accept ‘at the Department of Manpower’). (2)

7. Circle: B (1)

8. Own words. These activities help you to know yourself better, help you to improve your skills, and help you to realize your talents and to cope with various situations. (3)

Give a mark for a suitable answer. For example: “Be true to yourself” or “It pays to plan ahead”. Quotation marks are important (1)

Mark according to the rubric given.

Activity 3

Myths

1. There is only one career for you.
2. You do not need time to make a career choice.
3. You do not have to take responsibility for a final career choice.
- 4.
5. There will be a job for all matriculants.

Facts

1. We are all suited for a variety of jobs.
2. The making of a career choice is a process which takes time.
3. The learner must make the final career-choice decision.
4. You will face unemployment if you do not plan.

To read spontaneously and extensively for pleasure

ENGLISH HOME LANGUAGE

Grade 9

PERSONAL DEVELOPMENT AND EMPOWERMENT

Module 14

TO READ SPONTANEOUSLY AND EXTENSIVELY

ACTIVITY 1:

To read spontaneously and extensively for pleasure and to make motivated recommendations to others

To produce factual written texts by means of a book report

[LO 3.1, 4.2]

- *Reading is another wonderful way to learn what you like and dislike. You also feel as if you experience what the character goes through.*

Reading is an important part of your development and will help you in many different ways. You will be able to feel with a character, as if you are in love, as if you are being chased or as if you have just been given your own job.

- After you have read a book of your choice, look at the Book Report format below and write comments.
- If you choose to read short stories, choose three of your favourites and write a book report on each of the three short stories.
- Decide what genre you like: **adventure, horror, fantasy or science-fiction.**
- Then make your reading choice.
- You should join your local library. It is free but you will be required to fill in a form to receive your library card(s) or dockets.
- *Most libraries will allow you to take out three books at a time.*
- *Choose three different books to get a feel for what you enjoy the most.*
- **Librarians are very friendly and helpful – ask them to help you look for books.**

Watch the film “*Pagemaster*” to see how knowledge of books helps Richard, the hero. I leave it to you to find out how it ends!

Book report

- Give:
-
- The title and the author of the book.
- The name of the publishers and year of publication.
- Genre = What type of book it is, eg.
Romance\Adventure\Thriller\Horror\Science-Fiction):
- The name of the most important character in this book.
- The names of the other important characters and what their function is in this book, e.g. their relationship to the main character.
- Write a brief summary of your favourite part of the book. Comment on the characters. What did you like about him\her or them?
- Draw up a list of TWO good characters (heroes) and of TWO bad characters (villains).

- Where does the story take place? (setting)
- Give ten words (and their meanings) that were unfamiliar to you OR that you found new and interesting.
- What is the story about? How does it develop? (plot)
- What have you learnt from this book; from one of the characters or from their mistakes or good choices?
- As far as the story is concerned, was there anything about people in general that you could identify with, or that you could relate to?
- **Feel free to choose a book from the list below or choose one of your own.**
- You will be required to report back to the class so that you can recommend the book you are reading. If you do not find the book you are reading at this moment very stimulating, you can recommend another book you have enjoyed. Motivate your choice by giving reasons for your enjoyment. Learners may ask you about the book so be prepared to respond to these questions clearly and politely.

Suggested Reading List

- The titles marked with an asterisk * are included for more avid readers.

The Lion, the Witch and the Wardrobe

C. E. Lewis

Don't Panic Mechanic

Jenny Dobson

Dogs of Fear

Musa Nagenda

The wonderful world of Henry Sugar

Roald Dahl

*Jane Eyre

Charlotte Brontë

Joe Cassidy and the Red Hot Cha Cha

Janet Smith

Mhudi

Sol T. Plaatje

Wyrd Sisters

Terry Prachett

*Of Mice and Men

John Steinbeck

The Red Pony

John Steinbeck

Mpho's Search

Sandra Braude

Dragon Prince (Book 1)

Melanie Rawn

The Star Scroll (Book 2)

Melanie Rawn

Sunrunner's Fire (Book 3)

Melanie Rawn

The Boy Who Counted to a Million

Lawrence Bransby

Dune

Frank Herbert

Dune Messiah

Frank Herbert

Children of Dune

Frank Herbert

2001 – A Space Odyssey

Arthur C. Clark

Winds of Change (Short Stories)

Isaac Asimov

Father Come Home

Ezekiel Mphahlele

The Red-Haired Khumalo

Elana Bregin

*I heard the owl call my name

Margaret Craven

No Turning Back

Beverly Naidoo

The Strollers

Lesley Beake

Who killed Jimmy Valentine

Michael Williams

Harry Potter and the Philosopher's Stone

J.K. Rowling

Parade of the Misfits

George Weideman

Boikie, You Better Believe It

Dianne Hofmeyr

Love, David

Dianne Case

92 Queens Road

Dianne Case

Not Another Love Story

Dawn Garisch

Charlie and the Chocolate Factory

Roald Dahl

The Joining

Peter Slingsby

The Hungry People

Sol Plaatje

I am David

Anne Holm

Check List for Book Report

Make sure you have all the items required for your book report.

Title and Author:

Name of Publisher(s):

Year of publication:

Genre (Type of Book):

Hero's name:

Villain's name:

The names of two other favourite characters:

Reason for liking these two characters:

Setting:

New Words I discovered:

Favourite part:

What book is about? (plot):

Lessons from story?:

- Read to your heart's content. Reading can help you experience the joy of flying, the marvel of magic, the art of kissing and can take you to

places, that you have never been to or could never even have imagined. The more you read, the better you learn to think, to imagine, to create, to speak, to write and to have insight.

Sharing the joy of reading with your parents

- Your parents must have favourite books of their own; either books that they have read recently or books that they read when they were your age or younger. Talk to them and find out about the joy that reading has brought them. Ask your parents to:
 - Name their favourite book.
 - Write down other title(s) that they have read.
 - Say where the stories are set.
 - Write down the names of some of the main characters of the books.
 - Draw up a list of any THREE good characters (heroes) and any THREE bad characters (villains).
 - Write next to their names, what it is that makes them good or bad characters.

Heroes	Reason

Villains	Reason

You could perhaps read one of the books that your parents read at your age. You might be pleasantly surprised!

You could share one of your books with your parents. You might surprise them!

- *Remember that reading is an important life skill. It is food for your brain, helping your brain to grow. YOU ARE WHAT YOU READ!* This might even be a way of showing your parents how you have matured!

ACTIVITY 2:

To use common prefixes and suffixes to work out meaning and to form words

[LO 6.1]

- A knowledge of prefixes and suffixes is crucial to understanding words which generally empower your language skills.

1. Read the following magazine article. Choose the correct plural form. Write only the number and the correct choice.

On a tragic note, celebrity personalities SNAP, CRACKLE and POP passed away this month. The three cute little (7.1) elfs / elves / elvis, (7.2) spokesman / spokespersons for a well known breakfast food, collapsed unexpectedly while filming a television advertisement. Doctors have

speculated that the (7.3) causes / cause / coarses of death were either malnutrition, gas fumes or that somebody could have popped them off. Malnutrition was a strong possibility since there were (7.4) rumours / rumours that Snap, Crackle and Pop ate nothing but toasted rice. According to their last (7.5) wish'es / wishes, the three stars will be cremated – where they will snap, crackle and pop one last time.

2. Now answer the following questions, based on the above passage.

2.1 Doctors have speculated that the deaths were a result of "malnutrition". From the prefix in the word "malnutrition", explain what they thought the three characters died of. (2)

2.2 What is the function of the suffixes in the words "unexpectedly" and "speculated"? (2)

2.3 Use a prefix to supply the opposite meaning of the word 'possible'.(1)

2.4 Write down the function of the suffixes in "personalities".(4)

2.5 The meaning of most words can be explained by dividing the words into morphemes. A morpheme is a meaningful division of a word unlike a syllable which is a sound breakdown. For example, the word "international" has a prefix **inter-** which means "between", a base word "nation" and a suffix **-al** which changes the word "nation" (a noun) to an adjective "national". The Syllables of the word "international" are "in" "ter" "na" "ti" "o" "nal". Practise dividing words into morphemes with the following words:

2.5.1 homophone

2.5.2 television

2.5.3 mistreated

2.5.4 hypodermic

2.5.5 disinterested

(13)

2.6 Write down three words using the prefix **pre**. (3)

Assessment

LO 3

READING AND VIEWING

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.1 reads spontaneously and extensively for pleasure and information across the range of text types studied, compares personal responses, and makes motivated recommendation to others;

3.8 responds critically to texts:

3.8.1 evaluates writers point of view.

LO 6

LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.4 uses common abbreviations and acronyms appropriately;

6.1.5 explains and uses word families and words of the same field to develop vocabulary in context;

6.1.6 uses common prefixes and suffixes to work out meaning.

Memorandum

Activity 1

- This activity needs a lengthy introduction and a great deal of enthusiasm. You need to stress the importance of reading as it is linked to empowering the learner in his or her quest for a worthy place in society.
- It would be wonderful to have a published author to read from his work and tell his story. Someone like Michael Williams, for example, could speak about his trilogy of detective novels
- for teen-agers. This is a good opportunity for you, as educator, to tell of your love for reading and to speak of books that have influenced your life.
- Read extracts to interest the learners and be sure to visit the local library to see which books are available and which books are popular among the youth. A suggested list is given, but ask the learners to make one for the class.
- Put up a poster page on which they can write their suggestions. Since their first task is to recommend a book, it is essential that they get a book as soon as possible.
- Discuss the book report with the learners, going through the check list carefully.
- Also go through the rubric which would be used by the educator.
- Give the learners an opportunity to read in class quietly to illustrate enjoyment in a busy school day. (USSR – Uninterrupted sustained silent reading).
- When the learners recommend a book, it is important to stress that they need to motivate their reasons for doing so and they need to be specific.
- Opinions such as “It’s a good book” or “it is interesting” must be substantiated from the book itself.

- Encourage the learners to discuss reading with their parents and to fill in the information on the page provided. You may find that some parents may not have read much in their youth so if a child does return saying that this is a problem, tell the child to ask about prescribed books which their parents read.
- Assess the book report for portfolio under ‘functional writing’.

Activity 2

- Illustrate the difference in newspaper reporting and the writing to be found in magazines. Encourage learners to read magazines if they are not natural readers.
- Link the styles of writing to the career of a journalist or a writer who may want to write for children.
- Learners should have a list of prefixes by this stage, but if they do not be sure to give them one. Also discuss the use of morphemes in general, especially when words are changed to different parts of speech by means of the suffix.

Learners can start the exercise in class and complete it for homework. The exercise can be marked in class the next day.

Memorandum:

2.1 They died from not eating well since “mal” means bad. (2)

- “-ly” changes the verb to an adverb; “-ed” changes the verb to past tense. (2)

2.3 Impossible (1)

“-al” changes the noun to an adjective; “-it” changes the adjective to a noun.

2.4 “-es” changes the word to a plural. (4)

- “homo-” prefix meaning “same”

“phone” base word, “tele-” prefix meaning “from afar”

“vision” base word

- “mis-” prefix meaning “bad”

“treat” base word

“-ed” suffix changing the word to past tense.

- “hypo-” prefix meaning “above”

“dermis” base word (this means skin)

“-s” suffix changing the word to an adjective.

- “dis-” prefix meaning “not”

“interest” base word

“-ed” suffix changing word to past tense. (13)

- Accept any reasonable answer. For example:

Pre-war, premature, preview (3)

See whether the learners are able to give you the base of their words

Career choice

ENGLISH HOME LANGUAGE

Grade 9

PERSONAL DEVELOPMENT AND EMPOWERMENT

Module 15

CAREER CHOICE

ACTIVITY 1:

To choose appropriate information from various sources and individuals and synthesise contributions with own ideas into a coherent presentation on

(a) own career choice,

(b) available work for the disadvantaged, and

(c) employment which concerns human rights and the environment

[LO 5.3, 4.1]

Career-Profiling

As an individual you need to apply introspection. Introspection is a process of getting to know yourself, by thinking about what you like, what you want out of life and what type of personality you have.

You need to research various aspects of careers and various job possibilities, for example: your talents, your likes and dislikes, your dream(s), your subjects, job availability and work-related salary.

- Use the following to complete information that would be required in an introspection form:

• Subjects you take

• Subjects that you are good at

• Subjects that need attention

• Likes

• Sports

• Skills

- Dreams and ideals

- Talents

-
- You may ask your Life Orientation teacher for help with introspection.
-
- Please do not hesitate to go to a university or college and do a Career Assessment there or visit a *professional Career Counsellor.

***Take Note - You may have to pay for the services of a Career Counsellor**

Preparatory Activities for Presentation of Career Choice

1. Draw up a list of questions you would ask a professional (in your career field) about the work, qualifications, subjects needed, salary, perks, likes or dislikes, promotion possibilities, job availability, etc.
2. Research the availability of work for the disadvantaged by giving a definition of the term “disadvantaged” and draw up a list of questions you would ask a local NGO or government department.
3. Draw up a list of possible careers which concern the environment or human rights e.g. Lawyers for Human Rights.

INFORMATION ON CAREER CHOICE

Write a brief introductory paragraph on your career choice.

List the subjects and qualifications needed for this career: List your talents, likes and dislikes in columns:

- Sources of information:
- A neat copy of your investigation task has to be handed in for assessment.
- Practise putting your thoughts onto paper by writing a diary entry in which you express your feelings concerning your school career and your goals for the future.

Rough draft

1. Date:
2. Information:
3. Feelings:

Final copy of diary entry

Assessment

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

writes a wide range of imaginative texts:

4.1.1 to express imagination, ideas and feelings about self and others.

LO 5

THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

5.2 uses language to investigate and explore:

5.2.3 questions and weighs options;

5.3 processes information:

5.3.2 chooses best and most appropriate information from various sources and individuals, and synthesizes contributions with own ideas into a coherent piece of work or presentation;

5.5 uses language to reflect:

5.5.1 reflects on and evaluates the quality and accuracy of information in own work and that of others;

5.5.2 reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development.

Memorandum

Activity 1

- The preparation for this task is for the learners to do some introspection about their own likes, subjects, etc. This is an opportunity to discuss why learners enjoy some subjects more than others, how important a good relationship is with an educator (refer especially to the profession of teaching) and encourage learners to think seriously about the opportunities at school and the choices that only they can make.

Explain the diary format and do the rough draft in class. The final draft is to be completed at home.

In preparation for the presentation of career choice, allow the learners to work in groups to decide on a list of questions which could be part of a questionnaire.

It is important that all members of the group participate and give suggestions.

These suggestions need to be structured logically and to be relevant.

- Each learner must then fill in the information individually. You need to give at least two weeks for this task to be completed, so give a due date (be sure to emphasise the importance of deadlines in the real working world.)
- It is also important to tell the children about the possible sources they can use, for example, the library, the Internet, the Department of Manpower, the Municipality, NGO's, guidance counsellors, Career exhibitions, tertiary institutions. Mark according to rubric given.

To give an oral presentation

ENGLISH HOME LANGUAGE

Grade 9

PERSONAL DEVELOPMENT AND IMPOWERMENT

Module 16

MAKING AN ORAL PRESENTATION

ACTIVITY 1:

To make an oral presentation confidently and creatively

[LO 2.5]

- To prepare yourself for your future career, it is important that you become involved in various extra-mural activities. A variety of clubs offer opportunities to discover what your talents are and to help you to hone your skills. If your school does not have a club to accommodate your interests, you should speak to your fellow-learners and educators and start such a club or visit a nearby club.
- **NB!** Please feel free to tell the class, as part of your prepared oral, what you are currently doing to prepare yourself for any of your careers.

For example:

Acting = Toastmasters, Eisteddfod (poetry\drama).

Computer technician = Computer classes, part-time work at a computer store, surfing the net at web cafés.

Accountant = Part-time work at a retail store.

Preparing for my future career – more examples

If I am interested in becoming a/an	Then I need to participate in the...	If I am interested in becoming a/an	If I am interested in becoming a/an
Artist	Art Club	Journalist	Journalist
Politician	Debating Society	Conservationist	Conservationist
Sportsman	Sports Clubs	Psychologist	Psychologist
Singer	Choir	Spiritual leader	Spiritual leader
Social worker	Interact	Entrepreneur	Entrepreneur

Planning

1. My career choices:

2. Club I belong to or would like to belong to:

3. Reasons for joining clubs:

4. Other activities:

Final draft:

How I am preparing myself for my future career

Assessment

Learning Outcomes(LOs)

LO 2

SPEAKINGThe learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standards(ASs)

We know this when the learner:

2.4 demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing:

2.4.1 tackles important issues (e.g. social and ethical issues related to the environment and human rights);

2.5 gives oral presentations confidently and creatively paying attention to:

2.5.1 pausing and variation in tempo and volume at key points;

2.5.2 purpose and audience;

2.5.3 posture, gesture, body language and facial expressions to engage audience interest;

2.5.4 variation in presentation modes;

2.5.5 register;

2.5.6 tone;

2.5.7 degree of formality

2.5.8 different social and cultural conventions;

2.5.9 appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions.

Memorandum

Activity 1

As an introduction speak about involvement – at home and at school.

Stress that preparation for oral work always enhances presentation.

Learners have been considering career choices and, therefore, have a fairly good idea of what they are going to talk about.

Now, they have to link these ideas to clubs and activities which they could use to their advantage.

It is important to go through the oral rubric thoroughly, reminding learners about all aspects of presentation.

Now explain how notes and aids are best used.

Exaggerate the nuisance of a sheet of paper, stress the problem of posture and eye-contact, and the lack of confidence when a speech is written out and used in the presentation.

Suggest ways of improving audibility and gestures.

Creative use of language

ENGLISH HOME LANGUAGE

Grade 9

PERSONAL DEVELOPMENT AND EMPOWERMENT

Module 17

THE CREATIVE USE OF LANGUAGE

ACTIVITY 1:

To practise the creative use of language in formal writing

[LO 4.1]

Many schools offer job-shadowing opportunities for the senior learners to prepare them for the real world of employment, but nothing prevents you from volunteering your services so that you too have an advantage of experience which is so often required in any job application. (Job-shadowing means to observe a person while they are working so that you can gain an impression of what the job entails. You also need to discuss different aspects of the job with that person.)

- Test your skill in persuading an organization that you wish to be of value to them while gaining experience.

A) Write a formal letter to an organisation or centre of your choice, offering your services free of charge. Mention your talents, interests and achievements. Also state why you wish to volunteer. (150 words)

B) Write a short Curriculum Vitae. State your interests, achievements, leadership positions and goals.

- **Be sure to study the examples of a formal letter, a curriculum vitae and a telephone message, provided in this module, before writing your own transactional assignment.**

Use these examples, after completion, to check whether you followed the correct format.

A. Writing formal letters

- Formal letters have a variety of purposes, including complaining about inadequate goods or services, applying for a job or complimenting good work. However, all of these letters have a common goal:
-
- **To get the results you want from someone you may or may not know personally.**
- Here are some tips for formal letter-writing and applying for employment or offering your services.

1. Be BRIEF and to the point!

2. Use formal language and check your letter for errors.

3. Address the person by name, if you know the name. If not, use ‘Dear Sir/Madam’

4. Indicate what your letter is about, using a subject line.

5. Be honest, be clear and specific.

6. Use accurate English.

7. Be positive and natural.
8. Edit ruthlessly. Always check your letter for any errors.

B. Example format of Curriculum Vitae: Rough Copy

Curriculum Vitae of Timothy Thabo Winters

PERSONAL DETAILS

Surname

First Name

Date of Birth

Languages

Address

Contact numbers

EDUCATION

Primary School

High School

Average Pass Symbol

Special Awards

Sport

Position(s) of Responsibility

INTERESTS & EXTRAMURAL ACTIVITIES

Hobbies

Sports

WORK EXPERIENCE

Volunteer Activities

Employment

TESTIMONIALS

1. Priest \ Spiritual Leader

2. Principal \ Teacher

REFERENCES

1. Employer \ Supervisor

2. Principal \ Community Leader

- *This is only an example. Please add anything else of interest or importance.*

ROUGH COPY OF LETTER to offer voluntary service

- Own Address:
- Title and address of person:
- Opening paragraph:
- Subject line:
- Reasons:

- Conclusion:
- Salutation

FINAL COPY OF LETTER

Final copy of Curriculum Vitae

ACTIVITY 2:

To consider the appropriateness of formal and informal language

[LO 1.6]

- It is necessary to know when it is appropriate to speak informally and when you can be more formal. This choice of “register” depends on the situation, the person to whom you are speaking and the purpose of the conversation.
 - Formal language can be called *Standard English* while informal language is known as *colloquial language*. Often teenagers speak even more informally using *slang*.
 - In any conversation it is also important to realize that body language can convey non-verbal messages and that eye-contact is very important.
 - In pairs, read the following conversations and decide . . .
 - (a) whether the language is formal or informal,
 - (b) whether it is appropriate and why; and
 - (c) rewrite it where necessary.
1. Jane: Hi, Thandi. Did you see Jamie’s hairstyle? Cool, hey?

Thandi: No, I think it's gross. I liked his old style.

2. The principal: You wished to see me?

Jane: Hi, Sir.

3. Jane: Hi, Mom.

Mother: Hello, Jane. How was your day?

4. Mrs Khumalo: Sit down, class.

Learners: Good morning, Ma'am.

Mrs Khumalo: Are you joining us today, Peter?

Peter: Miss, that's dissing me.

5. Two fathers meet at a soccer match.

Mr Niemand: Howzit, Tom. Long time no see.

Mr Cohen: Yeah, isn't it a drag to watch our kids play U11 soccer?

6. Father: We need to discuss Jenny's result.

Mother: I'm late now. Can we schedule it for later?

- Read the following notes carefully. Using a telephone correctly is a basic business skill which will help you in any profession.

c. Telephone Calls

You are probably used to making informal calls to family and friends. When making calls to companies, however, some special rules and conventions apply. On this page we explain how to call someone that you do not know personally (the most common kind of formal call made by learners) and give you some models and language that you can use.

If you were to volunteer your time and your services to an organisation, let us say to answer the phone at the local Old aged home or at a community centre, you must know how to answer the phone and communicate appropriately.

D. How to Answer the Phone at Work

Some Points to remember.

Important: Clarity, conciseness, cheerfulness and good manners are important when answering the phone at work.

- 1.** Speak clearly.
- 2.** Use the company's preferred greeting, if there is one. If not, state the name of the business.
- 3.** Be polite and responsive, giving the caller your full attention. Remember that at that moment, you are the company's representative.
- 4.** Be as helpful as possible, even if it's not exactly your job to answer the phone.
- 5.** Learn how to use the phone's features.
- 6.** Ask permission first if you need to put the caller on hold: "Would you mind holding for one minute?"
- 7.** Don't forget the caller is waiting. Ask them periodically if they would like to continue to hold, call back or leave a message.
- 8.** Transfer the caller to someone who can help, if you cannot.
- 9.** Take a good message (full message), if applicable, and pass it on to the recipient.
- 10.** Thank the caller.

Remember - A good telephone voice is cheerful and professional!

- **Online practice** - A classmate and you should practise. Take turns imagining you are phoning a company, asking for somebody who is not there at that moment. Take a proper message with all the relevant details.
- The class will assess your telephone conversation and your teacher will assess the message that you took.

E. General rules

When making a formal call, three rules should influence your choice of words:

1. Be brief. Do not waste the receiver's time.
 2. Be clear. Explain the background and purpose of your call.
 3. Be polite. Recognize the receiver's point of view.
- These rules can sometimes conflict. If you are too brief, you may confuse the receiver or appear impolite. Try to balance the three rules.

Making a call to someone you do not know

- The most difficult calls to make are calls to people that you do not know. Usually, the purpose of your call will be to make a request for information or to give details of a meeting.

This kind of call can be divided into sections according to the function each serves:

Assessment

LO 1

LISTENING

The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.

Assessment Standards(ASs)

We know this when the learner:

1.6 recognises and accepts a wide range of different varieties of the language such as different accents and dialects and the language of different age groups (e.g. slang).

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

4.1 writes a wide range of imaginative texts:

4.1.2 to explore the creative, critical and playful use of language by means of narrative and descriptive compositions, dialogues, poems, songs, elementary short stories, letters, drama with accompanying sound and visual effects;

4.4 uses the writing process independently and with ease to generate complex texts:

4.4.1 selects and explores complex topics through brainstorming, and using lists and notes.

Memorandum

Activity 1

Motivate the learners to study the examples of a formal letter and a CV well since the format and the tone is of utmost importance here.

However, they need to realize that their content will differ as they differ according to their individual

Personalities. Impress the need for being factual, truthful and accurate.

Activity 2

Give the learners a note containing the following information:

Standard English is expected in writing and formal oral situations.

Colloquial Language is used mainly in speaking or informal situations.

Slang is restricted to a certain age group, usually teenagers.

Jargon is a technical language usually restricted to a certain profession or sport.

Archaic Language is no longer in use and a cliché is an over-used expression.

South African English originates from local languages but must be accepted into English.

- Now, have a discussion on the fact that a language needs to change and remain vibrant.

Ask the learners for example of slang that they use or have heard.

Ask them for examples from their communities and share some of yours from your youth.

Ask them to ask their parents if they had any slang words.

- The learners can do the exercise for homework and mark in class.
- Code is given at the bottom of the page.

Memorandum:

1. a) informal
- b) appropriate because these are teenagers speaking
- c) not necessary to change.

1. a) formal
 - b) inappropriate on the part of the learner
 - c) Good morning, Sir.
1. a) informal
 - b) appropriate because of close relationship
 - c) unnecessary to change.

1.

2. a) Should be slightly more formal than informal.
 - b) Inappropriate to use slang when speaking to an educator.
 - c) Miss, that's insulting me. (Or, something in that vein).
1. a) Informal
 - b) Inappropriate, because fathers should not be speaking slang.
 - c) Mr Niemand: How are you, Tom? I haven't seen you in a while.

Mr Cohen: Yes, isn't it terrible to watch our children play U11 soccer?

Although "kids" is acceptable here since it is colloquial, explain to the learners that it is not appropriate in formal situations

Interaction skills in telephonic conversations

ENGLISH HOME LANGUAGE

Grade 9

PERSONAL DEVELOPMENT AND EMPOWERMENT

Module 18

INTERACTION SKILLS IN TELEPHONIC CONVERSATIONS

ACTIVITY 1:

To demonstrate interactive skills in telephone conversations

[LO 2.4]

Time to Role Play

- In the following role-play examples, imagine that you are calling Coca Cola or Captour to arrange a visit to their office.

Making a visitation request

- Making a request involves three stages:

1. Introduce yourself by giving your name and explaining who you are:

I am a Grade 8 learner at _____. High/Secondary School in _____

2. Give the background to your request by explaining why you are making it:

I am doing a project on work experience and I need to arrange a visit to a company in your field....

OR

I wish to enquire if you have a need for a volunteer in your organisation.

3. Make your request politely and clearly.

3.1 Make sure that the receiver knows exactly what agreeing to your request will entail: How much of her/his time it will involve and what s/he or her/his staff will have to do: *I wonder if I could pay a visit to your office for an hour or so sometime in the next two weeks, to talk to one of your staff about...*

3.2 Make request: Make arrangement If the person you are calling agrees to your request, it is important to make a *clear* arrangement. If you are arranging a meeting, for example, arrange the *time* and *place* and make sure you know *where to go* and *what to do* when you get there.

3.3 Make a note of *all* the information so that you do not need to call back again to find out something you have missed.

3.4 If the person you are calling cannot agree to your request, s/he may modify it. Listen carefully and try to fit in with her/his schedule.

3.5 Whether the receiver can help you or not, thank her or him and end the call politely.

- **Now practise your telephone skills in pairs.** Do TWO each.

A. 1. You are contacting a company to ask for a sponsorship for a sports tour.

2. You are hosting a beauty pageant and need clothing for the contestants.

3. Contact a clothing store.
 4. You wish to make an appointment to see a career consultant.
 5. You wish to join a local gym.
 6. You are replying to an advertisement for a waiter/waitress at a seafood restaurant.
 7. You phone a shop to ask for a particular item that you need desperately.
- B.** Your partner is a receptionist, telephonist or secretary who will take a message for the appropriate person and will answer any questions you wish to ask.

ACTIVITY 2:

To recognize and use common abbreviations and acronyms appropriately

[LO 6.1]

Once you have decided on a career choice, and are qualified or trained in that field, you need to find employment. Often a newspaper is the ideal place to look for advertisements by prospective employers. There are also agencies where you can leave your details.

- The following two examples appeared in a newspaper's classified section:

1.

Software developerLeading co. seeks developer with min. 4 yrs experience. Salary neg. B.Sc. Comp. Science recommended. Affirm. Action pos. Send detailed C.V.

2.

National FundraiserSPCA requires fundraiser with rel. qualification in marketing/PRO with min. 5 yrs exp. In field of NGO fundraising. Own transport and valid 08 licence prerequisites.

- Fill in the meanings of the abbreviations as they appear in the advertisements.

1.1. co. _____

1.2. min._____

1.3. yrs._____

1.4. exp._____

1.5. neg._____

1.6. B.Sc._____

1.7. comp._____

1.8. affirm._____

1.9. pos._____

1.10 CV._____

2.1 SPCA _____

2.2 PRO _____

2.3 NGO _____

- An interesting career choice is that of estate agent. An estate agent usually earns commission and usually needs to advertise houses or flats in the classified section of a newspaper. Since advertising costs money, it is necessary to use abbreviations.
- Read the following advertisements before rewriting the advertisements filling in the abbreviations in full.
- **Lovely sunny home; 3 bedrooms, b.i.c, bathroomm.e.s, d.g. with remote.**
-
- *Security flat R165 000 o.n.c.o. Urgent sale. Lock-up garage*
www.Comfy_Homes.co.za
-
-

Assessment

LO 2

SPEAKING

The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.

Assessment Standards(ASs)

We know this when the learner:

2.4 demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys, and while so doing:

- 2.4.1 tackles important issues (e.g. social and ethical issues related to the environment and human rights);
- 2.5 gives oral presentations confidently and creatively paying attention to:
- 2.5.1 pausing and variation in tempo and volume at key points;
 - 2.5.2 purpose and audience;
 - 2.5.3 posture, gesture, body language and facial expressions to engage audience interest;
 - 2.5.4 variation in presentation modes;
 - 2.5.5 register;
 - 2.5.6 tone;
 - 2.5.7 degree of formality
 - 2.5.8 different social and cultural conventions;
 - 2.5.9 appropriate figurative devices such as climax, anti-climax, hyperbole and rhetorical questions.

LO 6

LANGUAGE STRUCTURE AND USE

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

6.1 works with words:

6.1.6 uses common prefixes and suffixes to work out meaning;

6.2 works with sentences:

6.2.6 uses a range of punctuation appropriately (e.g. colons, brackets to show something is in parentheses).

• .

To communicate ideas accurately

ENGLISH HOME LANGUAGE

Grade 9

A TRUE SENSE OF FREEDOM

Module 19

TO COMMUNICATE IDEAS ACCURATELY

ACTIVITY 1:

To communicate ideas accurately and coherently

[LO 2.2]

Imagine what freedom means to different people.

- You may wonder if freedom does indeed exist throughout the world. To children in war-torn countries or in detention, freedom may seem an impossible dream. To those suffering poverty or even emotional traumas, freedom may seem non-existent.
- Now find pictures in magazines or newspapers, which depict freedom as you imagine it could be. After pasting them on a sheet of paper, write a caption for each picture.
- Also write WHY you have chosen these pictures to symbolise freedom.

- Now “show and tell” the class about your pasted pictures as well as your reasons for choosing them.

Rough work:

1. Captions for pictures:
2. Reasons for choosing pictures:

ACTIVITY 2:

To evaluate writer’s point of view and to use language to investigate questions

[LO 3.8.1]

Comprehension - Freedom must be protected

Read the following article very attentively. Answer the questions that follow in full sentences and in your own words as far as possible.

1. History shows us that people have always been concerned about human rights, as can be seen in many religious writings and cultures. The individual is seen as most important in some while in others the group is the major unit.
2. There seems to be a consensus about basic values such as respect for human life and dignity, tolerance for those who are different or who have different ideas, the solving of differences by non-violent means and fair and just punishment for those who break society’s laws.

After the Second World War, fourteen countries met to draw up the Universal Declaration of Human Rights as a protest against the atrocities

which occurred during the war, especially genocide, which is the planned killing of people merely because of who they are. Six million Jews were killed between 1939 and 1945 just because they were Jews. The UDHR was written for all countries, whether they are economically strong or not.

4. Today, many people are involved in human rights organizations. These organizations want to make people aware of human rights abuses throughout the world so that these abuses can be stopped. Non-governmental agencies such as Amnesty International and the International Committee of the Red Cross are involved with the plight of prisoners-of-war and prisoners in general. They try to ensure that standards of treatment are humane at all times.

5. You, as an individual, should be willing to take a stand to protect Human Rights so that freedom from abuse becomes a reality.

6. Firstly, you could approach family and friends, youth groups, women's organizations, labour or business groups, religious groups, political parties, national human rights groups or professional unions if you are aware of human rights abuses.

7. Secondly, you need to consider different tactics or strategies which could include public meetings, exhibits, displays, plays, writing to the press, circulating petitions, placing advertisements or contacting local radio talk shows, research, negotiation, arbitration or mediation or participation in demonstrations.

8. You can definitely do something. After all, man is not an island, and the abuse of another affects the freedom of all.

Questions – Understanding what you have read

1. Mention the main difference in emphasis when human rights are compared in different cultures. (2)

2. Quote a word from paragraph two which is a synonym for the word 'agreement'. (2)

3. Give three examples (of your own) of people who are different. (3)
4. In your own words explain why the UDHR was drawn up. (2)
5. Why can genocide be considered inhumane? (2)
6. What is the main goal of human rights organizations? (2)
7. What is an NGO? Name one that is mentioned in the extract. (2)
8. How does participating in extra-mural activities aid the learner? (3)
9. What is the difference between a petition and a demonstration? (2)
10.
 - a) What does the writer mean by the expression ‘Man is not an island’? (1)
 - b) How should this affect our attitude towards society? (1)

ACTIVITY 3:

To question and weigh options

[LO 5.2.3]

- When you consider the importance of different human rights, you need to be able to summarise clearly and correctly what you mean. You have a list of definitions below. Below each, write the right or freedom as briefly as possible. The first one has been done for you.
-

1. ‘Everyone is born free and should be treated in the same way.’

‘Everyone has basic rights, despite differences in gender, skin colour, language, religious beliefs, status, being a foreigner or disabled.’

1. ‘Everyone has the right to ask to be protected from harm, the opening of one’s letters or the publishing of photographs without permission.’
2. ‘Everyone has the right to live in freedom and security.’
3. ‘Everyone has the right to profess religion freely, to change it and practise it.’
4. ‘Everyone can think what he likes and nobody should forbid it.’
5. ‘Everyone has the right to work, to choose a job freely and receive the same payment whether man or woman, old or young.’
6. ‘Everyone should be able to go to any school of their choice to develop their potential.’
7. ‘Everyone should be able to elect the people of personal choice to govern.’
8. ‘Everyone should be able to move freely and reside in any part of the country.’

ACTIVITY 4:

To modify own views, where relevant, after hearing or reading the views of others

[LO 5.5.4]

- The following exercise must be done in groups. You are given five basic human rights. Firstly, list them in priority from the most important to the least important.
- Once your group has reached consensus about this, make a second list next to each right, stating briefly what the responsibility is which should be linked to each right.

- For example, if I have the freedom of religion, my responsibility would be to tolerate other religions and give them the same respect I want my religion to be given.
- THE RIGHT TO FREEDOM OF EXPRESSION
- THE RIGHT TO EDUCATION
- THE RIGHT TO REST AND LEISURE
- THE RIGHT TO SHELTER AND SECURITY
- THE RIGHT TO FREEDOM FROM DISCRIMINATION

• PRIORITY LIST	• RESPONSIBILITIES
------------------------	---------------------------

Reason for choice

ACTIVITY 5:

To produce an advertisement for a specific purpose, using visual and design elements

[LO 4.2]

For your advertisement to succeed, you need to catch the interest of your prospective clients and influence them to donate. Use the visual and aural senses to make your advertisement appealing.

**The visual includes pictures or drawings, a headline, print and colour.
The aural refers to a catchy slogan, possibly through the use of alliteration.**

- Ensure that details are included, and that emotive words and descriptive writing make your advertisement original and creative.
- Rough work
- Neat copy of advertisement

Memorandum

ACTIVITY 2

Memorandum:

Some cultures see the individual as most important and not the group. (2)

“consensus” (1)

e.g. disabled, gender, different culture, religion, status, (2)

It was an action caused by the terrible war crimes of the Second World War when so many Jews were killed. (2)

5. It is killing someone merely for being a specific nationality or race. (2)

6. They must make people aware of the abuse of human rights so that they can be

stopped. (2)

7. It is a non-governmental organization. Amnesty International

8. family and friends, youth groups, displays or plays, petitions, letter to the press, advertisement (any two) (2)

9. A petition is a piece of paper for signatures; you have to take part in a demonstration. (2)

10. Man is part of society. (1)

We are a part of society and, therefore, need to take the group's rights into consideration. (1)

ACTIVITY 3

Memorandum:

1. Freedom from discrimination

2. The right to privacy.

3. Right to shelter and security.

4. Freedom of Religion

5. Freedom of Opinion.

6. Right to Employment.

7. Right to Education.

8. Right to vote.

9. Right to free movement.

ACTIVITY 4

- Possible answers: consider other logical answers

Priority list: The right to shelter and security

The right to freedom from discrimination

The right to education

The right to rest and leisure

The right to freedom of expression

Responsibilities: To care for and not put yourself at risk

To tolerate and respect all others

To learn and not interfere with others who want to learn

To earn a rest by doing one's duty

To voice your opinion at appropriate moments/ be relevant/ do not insult or do so to incite a riot...

Reasons for choice: Without shelter and security, education is very difficult.

Without work, one cannot rest or have leisure time.

Without education one can abuse the right to freedom

One can avoid discriminating but perhaps it should come

after education because through education we realize our common humanity and learn to know and understand one another.

Mark according to grid.

Assessment

LO 2

Speaking

The learner will be able to communicate confidently and effectively in spoken language in a range of situations.

We know this when the learner:

2.2 communicates ideas, facts and opinions on challenging topics accurately and coherently, using a wide range of factual oral text types (e.g. explanations of technological processes such as how to use a computer or video player);

2.4 demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys;

2.5 gives oral presentations confidently and creatively, paying attention to:

pausing and variation in tempo and volume at key points;

purpose and audience;

posture, gesture, body language and facial expressions to engage audience interest;

variety in presentation modes;

register;

tone;

degree of formality;

different social and cultural conventions;

appropriate figurative devices such as climax; (climax, anti-climax, etc.).

LO 3

Reading and Viewing

The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.

We know this when the learner:

3.8 respond critically to texts:

3.8.1 evaluates writer's point of view.

LO 4

Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

write a wide range of imaginative text:

4.1.1 to express imagination, ideas and feelings about self and others;

produces a wide range of factual written and multimedia texts for various purposes, using a wide range of visual and design elements where appropriate by means of e-mail, reports on current issues, advertisements, posters, book reviews, film reviews, eyewitness accounts, newspaper reports, curriculum vitae, agenda and minutes of meetings.

LO 5

Thinking and Reasoning

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

uses language to investigate and explore:

5.2.3 questions and weighs options;

To express ideas in a letter to the press

ENGLISH HOME LANGUAGE

Grade 9

A TRUE SENSE OF FREEDOM

Module 20

TO EXPRESS IDEAS IN A LETTER TO THE PRESS

ACTIVITY 1:

To choose appropriate information from various sources and individuals and synthesise contributions with own ideas into a coherent presentation on

(a) a profile of a respected person

(b) a day in the life of a famous figure, and

(c) a visit to an institution for children with special needs

[LO 5.3.2, 4.1.1]

- Many people who have fought for human rights feel strongly about their responsibility to help the less fortunate, so we can certainly look to them as role models. These are the people we should be praising for their outstanding achievements and their role in their communities and in South Africa as a whole.
- You need to use various research methods to find information to present the following:
 - a) A profile of one of the Checkers' Woman of the Year Award winners.
 - b) A description of a day in the life of a person such as Nelson Mandela, who is well known for his humanitarian work, his interest in community affairs and education and much more.
 - c) A visit to an institution to make a list of possible needs and make a proposal of how the community could become involved.

Preparatory Activities for Presentation of Career Choice

1. Visit your library to find the relevant newspapers or go onto the Internet to find the names of the Checkers' Woman of the Year finalists and choose the one you wish to write about. Give a brief background, her specific field and her role in the community. Explain why she was nominated and why she deserved to be a finalist. Notice how she is able to balance her rights with her responsibilities.
2. Decide on a humanitarian such as Nelson Mandela or a community member who is involved in the community. You need to contact this person's office to establish their involvement in different areas or you can once again go to a library and study old newspapers. Then draw up a possible schedule for that person.
3. Establish which institutions are in your vicinity and which you may be able to visit. For example, a school for children with special needs, an orphanage for Aids victims, a home for the elderly, a hospice, a clinic, a crèche ... the possibilities are endless. Give suggestions to your teacher so that she can arrange a visit. You can then see firsthand what the needs are.

BACKGROUND INFORMATION

ACTIVITIES IN THE DAY OF-----.

Possible institutions to visit:

Sources of information:

A neat copy of your investigation task is to be handed in for assessment.

Note: This task is to help you realize that to be truly free you need to ensure that others are free too. If you truly wish to enjoy basic human rights, you need to realize:

- *Why you have a responsibility to become involved in your environment.*

ACTIVITY 2:

To make a speech, paying attention to social conventions

[LO 2.5]

- One of the ways in which you can take a stand against the abuse of women and children, or the discrimination we find in society, is to have a public meeting or to write a letter to the press. You have been asked to present one of the following speeches:

Freedom is for all – let's defend democracy for our children

Equal rights for all

Children are people too

True freedom

- It may help you to consult a dictionary of quotations or to research fighters for human rights such as Martin Luther King Junior, Nelson Mandela, Mahatma Ghandi, or Mother Theresa or Anne Frank for possible reference. You can also use statistics in your speech.

Rough draft

Planning:

1. My topic: _____
2. Possible quotes or statistics I can use: _____
3. Outline of speech in point form: _____

ACTIVITY 3:

To express ideas in a letter to the press

[LO 4.1.1]

- Often letters appear in newspapers and magazines concerning the behaviour of the youth, the way they dress, their use of bad language which borders on the crude, their lack of
- manners and disrespect towards their elders and their indifference to the environment or the community in which they live.
- You cannot agree with these sentiments, so you need to reply to these kinds of accusations by writing a letter to the press. Write a letter to your local newspaper expressing your view on some of these issues. You need not refer to all the issues mentioned. (120 – 150 words).
-

functional Writing Assessment Rubric

- The following rubric will be used to assess your writing.
- Use it as a checklist when you edit your work and before you hand it in.
-

	Needs practice	Fair	Good	Excellent
Correct format				
Word choice				
Sentence construction				
Punctuation				
Spacing				
Content				

- **Note:**

1. State clearly what the issue is.
2. Give your point of view.
3. Give two or three examples to prove you opinion.
4. Explain why you have written.
5. Explain what you hope to achieve.

6. End with a challenge.

- Note the format for a letter to the press in the following example:

The Editor

The Daily Dispatch

10 Oxford Street

East London

5200

Sir

Put the Blame Where it Belongs

I read the letter from “Old-fashioned Values” printed in the issue of 1 January with interest. At the beginning of a new year, one would expect far more optimism and faith in the younger generation. After all, it is the older generation who are the very people we learn from.

Yours faithfully

Upset

Yours faithfully

S.A. Walkinshaw

7 Fort Street

Stutterheim

4930

9 January 2009

Now, express your opinions intelligently and logically. Do not insult and do not refer to the editor as though you expect him to solve the problem.

End with a challenge.

Or end with a pseudonym.

TEMPLATE FOR A LETTER to the press:

The Editor

Name and address of newspaper:

SPACE

Salutation “Sir” or “Madam”

SPACE

Subject line

SPACE

Opening paragraph

SPACE

Views

Own Address

THEN WRITE THE FINAL COPY OF LETTER

Assessment

LO 2

Speaking

The learner will be able to communicate confidently and effectively in spoken language in a range of situations.

We know this when the learner:

2.2 communicates ideas, facts and opinions on challenging topics accurately and

coherently, using a wide range of factual oral text types (e.g. explanations of technological processes such as how to use a computer or video player);

2.4 demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys;

2.5 gives oral presentations confidently and creatively, paying attention to:

pausing and variation in tempo and volume at key points;

purpose and audience;

posture, gesture, body language and facial expressions to engage audience interest;

variety in presentation modes;

register;

tone;

degree of formality;

different social and cultural conventions;

appropriate figurative devices such as climax; (climax, anti-climax, etc.).

LO 4

WRITING

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

writes a wide range of imaginative texts:

4.1.1 to express imagination, ideas and feelings about self and others.

LO 5

THINKING AND REASONING

The learner will be able to use language to think and reason, as well as to access, process and use information for learning.

We know this when the learner:

5.2 uses language to investigate and explore:

5.2.3 questions and weighs options;

5.3 processes information:

5.3.2 chooses best and most appropriate information from various sources and individuals, and synthesizes contributions with own ideas into a coherent piece of work or presentation;

5.5 uses language to reflect:

5.5.1 reflects on and evaluates the quality and accuracy of information in own work and that of others;

5.5.2 reviews own critical reading, writing and listening skills, habits and experiences, and notes strengths and areas for development.

Memorandum

ACTIVITY 1

Explain the importance of research to the learners. This exercise is an attempt to force children to use present sources and not just to find information on the Internet. They can also realize that institutions, firms, the municipality, etc. are places of information. This will teach them to consider questions and how to speak to adults or strangers at these institutions. The third section is to encourage a hands-on experience and observation. Give them deadlines for the preparations and opportunities to show you their progress.

ACTIVITY 2

This is a wonderful opportunity to read extracts of famous speeches to the learners. One can find copies of Martin Luther King Jnr or even that of local politicians quite easily. There is also a CD available of Nelson Mandela's speeches. A little history could then be given to enhance our stress on rights. Explain that this is a formal speech given to an audience. This implies an opening of: Ladies and Gentlemen or something similar. Bring a Dictionary of Quotations or a Toastmasters' Book of Quotes and explain to the learners how to find relevant quotes by means of names or topics. Remind them all of the grid once again.

ACTIVITY 3

Read the introduction in the learners' module with conviction so that the learners feel they have to defend themselves. Play Devil's Advocate as they try to persuade you that the letter is nonsense or try to find reasons to excuse the behaviour of teenagers. Go through the format and allow them to write the rough copy in class.

Direct and reported speech

ENGLISH HOME LANGUAGE

Grade 9

A TRUE SENSE OF FREEDOM

Module 21

DIRECT AND REPORTED SPEECH

ACTIVITY 1:

To identify and use direct and reported speech correctly

[LO 2.5]

- Freedom of speech is a right that is rated very highly by teenagers, journalists and almost every other human being. When we repeat a message or give our opinion, it is our responsibility to speak clearly and correctly. There should be no ambiguity about what we have said.
- **Direct speech** refers to the exact words of the speaker.

1. It is indicated by inverted commas, also known as quotation marks or speech marks.
2. It can be introduced by a verb such as ‘said’ or ‘asked’, but there are many others

3. If the spoken words are given first, then they are followed by a comma, exclamation mark or question mark, never a full stop.

4. The first word after the initial inverted comma begins with a capital letter, e.g.

Mary said, “Sir, I do not have my homework here,” or

“Sir, I do not have my homework here,” said Mary.

- **Reported speech**

1. Has no inverted commas.

2. The introductory verbs are linked to the reported speech by ‘that’, ‘if’ and ‘whether’.

3. Pronouns change from 1st or 2nd Person to 3rd Person.

4. If the introductory verb is in the past tense, then the reported speech must also be in

the past tense.

1. Adverbs of time and place change and some adjectives change too.
2. Commands and exclamations are different and need to be given

special attention, e.g.

“Children, sit down!” Mr Jacobs said.

Mr Jacobs told the children to sit down.

“Whee, this game is exciting,” the little girl shouted.

The little girl shouted excitedly that that game was exciting.

- Read the following notes carefully. Using a telephone correctly is a basic business skill, which will help you in any profession.

Exercise on changing direct speech to reported speech

1. Charles said, “I saw Rosemary yesterday.” (3)
2. Jannie shouted, “Ouch, I burnt myself!” (4)
3. Mr Mbisi commanded, “Neil. Come here!” (1)
4. “Why can’t I go now?” asked Ingrid. (3)
5. Rafeeq said, “I feel so tense today.” (3)

Change REPORTED speech to DIRECT speech

6. The girl shouted happily that she had won.
7. Her mother asked her if that was the truth.
8. Thandi told Heinrich to do his homework before the next day.
9. The learner thanked the principal formally.

ACTIVITY 2:

To examine how language is used to construct gender, race, the environment, health etc. and to suggest ways of re-writing texts to create other possibilities

[LO 6.5.3]

exactly what you want to about people, whether it is a biased opinion or not. Biased words have connotations, which can sway us to believe a certain view. For example, a poet once said that an elderly woman could be described in three ways, namely:

that dear old soul

that old woman

that old witch

It is obvious from this example that we will think favourably of the woman in the first example, that the second statement is insulting and that the last statement gives a very negative impression.

We should not form any opinion about someone before we know that person. We should never pre-judge anyone. We should also remain impartial to any biased words until we can examine the facts critically. We should also reject any biased words which are hurtful or which discriminate against anyone. After all, we have the right to be treated equally.

- In pairs, write down some words, which could be considered biased words. Also discuss why they are biased.
-
-
- The following words could be considered sexist. Next to each give a more neutral word. The first two have been done for you.
-
-

	More neutral word
1. Foreman	Supervisor
2. Workmen	Workers
3. manpower	

4. newsman	
5. spokesman	
6. statesman	
7. watchman	
8. man	
9. salesman	
10 chairman	
11 servicemen	
12 ancient man	

- Remember, if we want respect, we need to respect others by not using any words, which may be considered derogatory. This means we do not use words, which insult other people.
-

ACTIVITY 3:

To express ideas and feelings about self in a reflective essay

[LO 4.1.1]

The following essay will give you an opportunity to think about your life and to jot down your thoughts and opinions.

- You are required to write an essay of **200 – 250 words** on **ONE** of the topics that follow.
- Your educator will want to see evidence of *planning* and *editing*.
-
- **Tips**

1. Your mind map could be words, a diagram or just headings, but must be logical.
2. Write neatly at all times and never use erasing fluid.
3. Vary the length of sentences and paragraphs.
4. Link the paragraphs.
5. When editing, check tense, concord, spelling and punctuation especially.

-
- **Topics**

1. We often define who we are through our relationships with others.
Which are the most important relationships you have experienced?
How have they shaped your life?’

Write an essay in which you reflect on the significance of one of these relationships.

1. ‘People have different dreams. Some are short term; others far in the future.’

Write an essay in which you state that you want it all.

1. ‘Most people have values which are a basis for choices they make.
Which are the values that are significant to you and that influence the way you treat other people?’

Write about these values.

1. As a teenager, you are on the threshold of adult life. Given what you have learnt this year about yourself and your abilities, what do you think the future has in store for you?

Give your views on this.

5. As a young South African, how do you feel about the future of our country? Do you think young people should be optimistic or pessimistic about the diversity of what in our country?

Consider these questions in an essay.

1. Young children are sometimes described as very cruel towards children who are different from them. Children can also be bullies. Some children enjoy teasing others. Do you ever find yourself treating others badly? How can we be sure that children will grow up to be responsible adults who support the basic rights that we have learnt about in this module?

Discuss.

- Look up the meanings of the vocabulary learnt in this booklet.
- Democracy:
- Genocide:
- Negotiation:
- Discrimination:
- Sexism:
- Community:
- Petition:
- Mediation:
- Bias:
-
- Freedom:
- Rights:
- Responsibilities:
- Diversity:
- Derogatory:
- Pseudonym:
- Prejudice:
- Salutation:

Assessment

LO 2

Speaking

The learner will be able to communicate confidently and effectively in spoken language in a range of situations.

We know this when the learner:

2.2 communicates ideas, facts and opinions on challenging topics accurately and coherently, using a wide range of factual oral text types (e.g. explanations of technological processes such as how to use a computer or video player);

2.4 demonstrates a range of complex interaction skills by participating actively in group discussions, conversations, debates, group interviews and surveys;

2.5 gives oral presentations confidently and creatively, paying attention to:

pausing and variation in tempo and volume at key points;

purpose and audience;

posture, gesture, body language and facial expressions to engage audience interest;

variety in presentation modes;

register;

tone;

degree of formality;

different social and cultural conventions;

appropriate figurative devices such as climax; (climax, anti-climax, etc.).

LO 4

Writing

The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.

We know this when the learner:

write a wide range of imaginative text:

4.1.1 to express imagination, ideas and feelings about self and others;

produces a wide range of factual written and multimedia texts for various purposes, using a wide range of visual and design elements where appropriate by means of e-mail, reports on current issues, advertisements, posters, book reviews, film reviews, eyewitness accounts, newspaper reports, curriculum vitae, agenda and minutes of meetings.

LO 6

Language Structure and Use

The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

We know this when the learner:

works with words:

6.1.5 explains and uses word families and words of the same field to develop vocabulary in context;

6.5 develops critical language awareness, for example:

6.5.3 examines how language is used to construct gender, race, the environment, health, etc., and how the reader is positioned – suggests ways

of rewriting texts to create other possibilities.

Memorandum

ACTIVITY 1

Learners should be well versed in this already so only a quick revision is necessary. Let them practise orally by asking learners to give sentences and letting others report that sentence to the rest of the class.

Memorandum:

1. Charles said that hehad seen Rosemary the day before. (3)
2. Jannie shouted in pain that hehad burnt himself. (4)
3. Mr Mbisi commanded Neil to come there. (1)
4. Ingrid asked why shecouldn't go then. (3)
5. Rafeeq said that hefelt so tense that day. (3)
6. The girl shouted, “Hurrah, I'vewon!” (3)
7. Her mother asked her, “Isthis the truth?” (2)
8. Thandi said “Heinrich, do your homework before tomorrow.” (3)
9. The learner said, “Thank you, Sir.” (2)

ACTIVITY 2

This is an exercise which must be handled very carefully because learners may agree that certain “names” should not be used because they are discriminating or derogatory, they may begin to sling terms around and begin to find them very amusing. You need to first explain to them the serious affect that such words have on the person who is the victim of such abuse. Begin with words which are used in the school context – even words

which seem innocent, such as ‘nerd’ or ‘babe’ or ‘geek’, etc. Then go to terms which are used to refer to different nationalities, such as ‘jewboy’, ‘redneck’, etc. Let them do the exercise and discuss their contributions. It is important to stress the effects of these words. Explain that this prejudice is undesirable in all contexts. Then, move onto a discussion regarding the “battle of the sexes”. It would be interesting to speak about the woman’s role in society throughout the ages, the emancipation of women, the

abuse of women, but also issues like women in the workplace, sexual harassment and the effects of all these changes on men.

One could even have informal forum discussions on this. Divide the class into groups of 5 with a chairman (chairperson) elected in each group and give each group a different aspect to discuss. They are then given 10 minutes to prepare. They discuss the topic for ten minutes and then the rest of the class may ask questions or add comments through the chairman. This is a good exercise to teach learners to give their opinion in an acceptable manner instead of just shouting and not listening.

Before looking at the exercise, remind the learners that it is sometimes difficult to find a suitable term to replace words which seem sexist. Tell learners that some extremist would possibly find some words unacceptable which we may not. Some words have to be used just to make life easier and are not intended to be sexist. For example, the word ‘history’ has nothing whatsoever to do with gender. The use of ‘he’ in a sentence is also often used merely because it is obvious. For example, “A learner must do his work if he wishes to pass”. One could write “A learner must do his or her work if he or she wishes to pass”, but this is unnecessary. One could change the sentence to plural so that both sexes are included. “Learners must do their work, if they wish to pass”.

Memorandum:

- Personnel/ staff/ workers
- Journalist/ reporter
- Representative
- Diplomat/ politician
- Guard

- Humanity/ human-beings/ human race/ people
- Sales rep./ salesperson
- Chair/ (mention if woman, then often addressed as Madam chair)
- Soldiers
- Ancestors

ACTIVITY 3

You need to go through the different aspects of writing an essay thoroughly before the learners even consider putting pen to paper. Explain and illustrate how a mind map helps to create order in one's thoughts. Once the basic outline has been done, stress that the introduction and conclusion needs to be done. The introduction must be effective and grab the reader's attention.

Discuss possible ways to begin. For example, a quote, a rhetorical question, an anecdote, a brief dialogue, a description of a setting, etc. The conclusion must be relevant to the rest of the essay. It could refer to the introduction, summarise the thoughts or ideas in the essay, challenge the reader, contain a personal comment, etc.

Then, discuss the writing of paragraphs. It is important to teach the learners about ways of linking sentences by means of, for example, repeating the last words of the previous sentence, or using co-ordinate conjunctions such as 'and' or 'but' or using adverbs such as 'however' or 'therefore'. One could also use 'firstly', 'secondly', etc. if you are giving examples to illustrate a point.

Then, explain about the variation of sentences and paragraphs as far as length is concerned so that the essay becomes more than just words on the page.

It is also important to stress the importance of editing. Discuss the rubric before the learner hands in the final product.